DOCUMENT RESUME

ED 381 182 JC 950 039

AUTHOR Hale, Carol
TITLE Grants Management Handbook.
INSTITUTION Maricopa County Community Coll. District, Tempe, AZ. Office of Grants Development and Management.
PUB DATE Jun 94
NOTE 90p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Administrator Responsibility; Check Lists; Community Colleges; Contracts; *Educational Finance; Financial Support; Grants; *Grantsmanship; Guidelines; *Program Administration; *Program Proposals; Proposal Writing; Two Year Colleges
IDENTIFIERS Maricopa County Community College District AZ

ABSTRACT

Based on the business practices of the Maricopa County Community College District (MCCCD), in Arizona, this handbook provides an overview of activities involved in starting up a new or continuing grant. The handbook begins with the negotiation process but focuses primarily on events after the grant is funded. Following a brief overview of the grant process, the following sections are provided: (1) negotiating with government funding agencies, including handling the initial call and several negotiating strategies; (2) the negotiator's responsibilities as a grants administrator, including a list of the files that must be maintained and a general account of the administrator's responsibilities; (3) key contacts for administrators at the college, district, state, and federal levels; (4) preparing for managing the grant, discussing the proposal, budgets, regulations, and notice of award; (5) managing supplies, equipment, and travel and hiring personnel; (6) hiring, reassigning, and supervising personnel; (7) managing the grant's funding; (8) time and records management; (9) preparing and revising the operational budget; (10) writing grant reports; (11) closing out the grant; (12) avoiding common errors; and (13) preparing for an audit. Appendixes cover MCCCD Governing Board grants policy, board action items and acceptance forms, responsibilities of the District Director of Grants Development and Management, a grant writer's checklist, proposal planning and writing, tips for developing successful proposals, matching funds for grants, helpful MCCCD phone numbers, grant terminology, and monthly grant time records. (MAB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 381 182

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
C. Hale
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

# GRANTS MANAGEMENT HANDBOOK

Maricopa County Community College District
Office of Grants Development and Management
June 1994

JC 950 039

BEST COPY AVAILABLE

# ACKNOWLEDGMENTS

Maricopa County Community College District's **Grants Management Handbook** was modeled on Dallas County Community College District's **The Grants Management Handbook** (1989). We wish to thank Brookhaven College's **Dr. Mary A. Brumback** for sharing their outstanding handbook with other colleges and for giving us permission to use the Dallas handbook as a model. We would also like to thank Coastline Community College's **Tom Snyder**, the former Region IX Director of the National Council for Resource Development, for granting us permission to model our section on negotiating on material he wrote for the NCRD Region IX training manual entitled **An Insider's View for the Professional in Community College Development**. The Maricopa **Grants Management Handbook** has been customized to conform to how business is conducted in our own district and to meet the needs of our users.

We would also like to acknowledge the assistance of the following staff members who were of tremendous assistance in the preparation of this document:

**Donna Silber**, Research Assistant
**Rebecca Howe**, Clerical and Graphics Assistant

The author would like to express special appreciation to Grants Accountants **Marsha Castro** and **Dzung Tran** and to Purchasing and Auxiliary Services Manager **Mike McIntier** for their contributions and to the many Grants Directors and Administrators throughout the Maricopa District for their suggestions, recommendations, and comments.

We hope that both Grants Directors and their supervisors will find this document useful.

**Carol Hale**
**Director of Grants Development and Management**
**Maricopa County Community College District**
**May 1994**

# TABLE OF CONTENTS


OVERVIEW.....1

NEGOTIATING WITH GOVERNMENT FUNDING AGENCIES.....5

THE NEGOTIATOR'S RESPONSIBILITIES AS A "GRANTS ADMINISTRATOR"....9

KEY PEOPLE.....13

GETTING READY TO MANAGE THE GRANT.....17

PURCHASING: SUPPLIES, EQUIPMENT, TRAVEL AND PEOPLE.....25

HIRING, TRANSFERRING AND SUPERVISING PEOPLE.....33

MANAGING THE $$$.....41

TIME AND RECORDS MANAGEMENT.....47

PREPARING/REVISING AN OPERATIONAL BUDGET.....51

REPORTS.....55

CLOSING OUT.....59

STAYING OUT OF HOT WATER.....63

PREPARING FOR AN AUDIT.....67

APPENDICES.....73

- GRANTS GOVERNING BOARD POLICY.....75
- BOARD ACTION ITEMS.....79
- ADMINISTRATIVE ACCEPTANCE OF GRANT.....85
- DIRECTOR, GRANTS DEVELOPMENT AND MANAGEMENT.....89
- GRANTS WRITER'S CHECKLIST.....93
- PROPOSAL PLANNING AND WRITING.....97
- TIPS FOR DEVELOPING PROPOSALS THAT GET FUNDED.....103

MATCHING FUNDS FOR GRANTS.....107
HELPFUL PHONE NUMBERS.....111
GRANT TERMINOLOGY.....115
MONTHLY GRANT TIME RECORD.....121

# OVERVIEW

# OVERVIEW

The first few months of a new grant are both hectic and critical. The Grant is Governing Board approved, the budget is set up, personnel are hired, and supplies and materials are purchased. The personnel, who are frequently "external hires" are under tremendous pressure to "hit the ground running". They have to simultaneously learn all they can about the proposal, funding source regulations and policies, and campus and District policies and procedures . . . and, oh yes, get the program off the ground quickly and effectively with minimum disruption to the campus routine.

A grant that gets off to a good start usually will end well. Delays in getting board approval, budget set up, hiring personnel and securing supplies and materials can cause problems throughout the duration of the grant. Problems or delays in the hiring process can have a particularly detrimental impact on reaching grant objectives on time, in the manner planned, and on fully expending grant monies.

The time between the grant award and the actual start date varies. Although costs for activities and personnel cannot be charged to the grant before the authorized start date, it is possible to advertise positions, interview, select and orient key personnel (especially the Project Director) before the grant starts and pending Governing Board approval. Once the Governing Board has accepted the grant, the operational budget can be set up and the hiring process completed.

For continuing grants, a new operational budget is necessary and once again, Governing Board approval by means of a Board Action Item is necessary to accept new monies. This needs to be accomplished quickly to avoid missed paychecks or creating unnecessary extra accounting work.

This handbook is designed to give an overview of what the Project Director and his/her supervisor most needs to know to start up a new or continuing grant. This manual is not intended to be comprehensive nor is it intended to substitute for written procedures or policies produced by District Financial Operations, the Human Resources Department, or by funding agencies. In addition, this document starts with the negotiation process and primarily focuses on what happens **after** the grant is funded. For the reader's convenience, some information regarding the planning and development of proposals has been included in the Appendices.

Arrangements for oversight, monitoring, and support of grant-related activities will vary by college and center. The supervisor of a Project Director needs to keep in mind that he/she is responsible for grant paperwork and activities until the Project Director is hired, and if the Project Director's position is vacated prior to the closing of the grant. Both the supervisor and the Project Director are responsible for monitoring the program performance and budget and taking whatever corrective actions are necessary for the program to succeed and the budget to be properly expended. Keeping in mind that most supervisors do not like to be surprised, the Project Director needs to keep his/her supervisor informed about any major difficulties or developments.

# NEGOTIATING WITH GOVERNMENT FUNDING AGENCIES

# NEGOTIATING WITH GOVERNMENT FUNDING AGENCIES

## The Initial Call

In the Maricopa District, negotiations are usually conducted by Project Administrators or a supervising Dean or Associate Dean. The danger with this arrangement is that, in some cases, the negotiations will be conducted by faculty or Project Directors who have never negotiated a grant. (Grants Directors in many Districts conduct negotiations for the Project Directors.)

So..... if you are the one who is going to be contacted about an award by the funding agency Grants Officer, what do you need to know?

First, you need to know that the Grants Officer has you at a psychological disadvantage when he or she calls you to tell you that your proposal had been recommended for funding. Why?

- It's usually been 4 - 6 months since you last looked at the proposal and you may be madly rifling through your file cabinet while you're listening to the Grants Officer.
- You want to hang up the phone and tell the world "We got it!"

During that first phone call, the Grants Officer is supposed to accomplish three things:

1. Give the dollar amount of the award.
2. Relay the reader's and Program Officer's comments and concerns.
3. Get the date and time for the negotiation session.

You need to first stall the conversation by asking the Grants Officer some specifics:

1. When does the award letter state that project funding will be available?
2. Exactly how much funding was this project recommended to receive and does that amount include the indirect rate?
3. If the award is less than 98% of the amount requested (including the indirect rate), ask exactly how much of the scope of the project the award will allow the college to complete. Indicate that it will take some serious study before the negotiations can continue. (This buys you time to think and consult with others such as the Deans or Associate Deans, the Grants Director, etc.)

   This also lets the Grants Officer know that you aren't necessarily going to roll over and agree to everything the Grants Officer and readers have suggested. Keep in mind that the Grants Officer is the one that has to be convinced about any changes in the budget or the scope of the project.

4. Finally, ask the Grants Officer to slowly repeat the readers and Program Officer's comments on the proposal. (In the case of federal grants, the Grants Officer and the Program Officer are usually two different people.) Unless something was misstated in the proposal, **don't** give the Grants Officer any indication of agreement with the comments.

## Negotiating Strategies

For negotiating purposes, you don't automatically have to accept the readers and Program Officer's comments as valid. The only thing you probably should accept is the total recommended amount of the award. Everything else is negotiable. For example, if the budget is cut 20%, you might want to consider reducing the project's objectives by 30%. How this funding will be spent is negotiable as long as it complies with program and Office of Management and Budget (OMB) guidelines.

Higher amounts within a specific budget category may be negotiated even when it has been recommended that the category be reduced. The Program Officer, for example, may state that no money should be spent on equipment. However, you may justify an amount for equipment in order to offset a reduction for personnel. The Grants Officer has the power, totally, to agree with you, leaving the Program Officer, who is not involved in the negotiation process, out in the cold.

Each Grants Officer has 15-20 grants a week to negotiate and two mandates in the negotiations:

1. Do not negotiate more than the recommended amount except in extreme circumstances.
2. Get the recipient to maintain most of the scope of the project while making sure all the expenses are allowed under OMB guidelines.

During the negotiation process, **do not negotiate away the indirect costs**. These funds are for the District to use for pre and post award grants services such as financial recordkeeping and reporting.

# THE NEGOTIATOR'S RESPONSIBILITIES AS A "GRANTS ADMINISTRATOR"

# THE NEGOTIATOR'S RESPONSIBILITIES AS A "GRANT'S ADMINISTRATOR"

Each manager should have files for each grant he or she has "negotiated". You may be wondering why the "negotiator" needs files if someone else is going to be directing or coordinating the project. The reason is simple...the funding agency considers the person who does the negotiating of the grant to be the institution's "Grant Administrator". This means that they will hold the negotiator accountable for seeing that the funds are expended according to the negotiated budget and the approved scope of the project. Therefore, the negotiator must have oversight responsibility for seeing that a funded project's objectives are accomplished and reported to the funding agency. State and federal auditors expect the individual who negotiates the grant to have copies of all vital programmatic information.

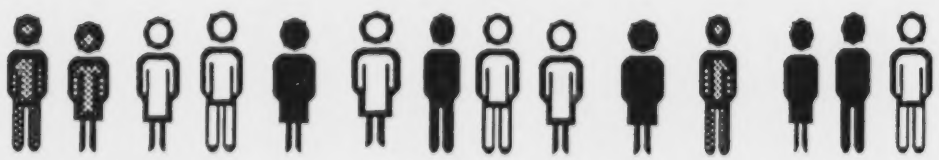
As the "Grant Administrator" you'll need to maintain the following files:

- Agency correspondence/Phone call summaries/Negotiation notes
- Agency-approved negotiated budget
- Amended proposal as negotiated
- Audit file/Financial contributions
- Grant Approval Summary form (authorization to apply from President)
- Award letter/Signed contract
- Budget established for college use
- Budgets, second year, submitted to agency
- Final and interim programmatic and fiscal reports
- Original Proposal
- Printouts of matching documentation
- Purchase order copies, approved
- Reader's comments
- Application forms, extra copies

It is important to have these files gathered and maintained at one location at an institution. All purchase orders charged to the grant should be reviewed and signed by the person who negotiated the scope and budget of the project. Some Project Directors resent this supervision; however, it is important to hold one person accountable for seeing that grants are being administered to comply with the funding agency's guidelines.

Few Grants Writers lose their jobs for preparing successful proposals. Grants Administrators have lost their jobs when they have mismanaged grants received by their colleges, resulting in some form of embarrassment for the college, its Governing Board, the Chief Executive Officer, or the individuals to be served.

# KEY PEOPLE



# KEY PEOPLE

The grants preparation and management process involves a variety of people and offices at both the campus and District level. The Project Director will undoubtedly be involved in the preparation of new or continuation proposals so he/she needs to be aware of the roles and responsibilities of the key people.

If you are new to the college, it would be wise to acquire copies of the current organization charts for your college and the District so you can get a handle on how each is organized. The President's secretary is a good source for this information. A description of the key peoples' roles as they relate to grants follows.

## College

**Grants Writer:** the principal author of the proposal. The Grants Writer needs to work closely with all the individuals who will be responsible for implementation of the funded proposal. The Grants Writer is also responsible for contacting the Director of Grants at the District Office as early as possible to let the Director know that a proposal will be coming, to discuss any needs for technical assistance, and the proposal review and signature process.

**Project Director or Administrator:** responsible for overseeing the grant, managing the budget, and ensuring that the proposed activities get done in the manner promised. In many cases, the Grants Writer and the Project Administrator are the same person. The Project Director is usually supervised by a Dean or Associate Dean or other relatively high level administrator who has responsibility for monitoring the project progress to ensure that corrective action is taken if needed.

**College President/Provost:** approves all outgoing proposals before they are submitted to the District Office for authorized signature. Presidents/Provosts are also responsible for approving whether the grant funding should be accepted prior to submittal to the District Governing Board for action.

**College Fiscal Agent**: processes grant expenditures submitted by the Project Director. Also makes changes to the account and handles transactions at the **written** direction of the Project Director.

Some Presidents have delegated some grants writing and/or coordination responsibilities to an individual on their campus. Check with the Director of Grants to determine if someone has this role on your campus.

## District

**Director of Grants and Research Assistant:** the Grants Office personnel locate possible sources of funding, distribute information about grants to interested parties, and communicate with governmental agencies and campuses. The Grants Director also provides technical assistance, reviews proposals, and coordinates the proposal review and signature process within the District Office. Copies of the proposal and related information, such as award letters, Board Action Items, proposal/budget modifications, and annual and final reports should be provided to the Grants Office.

**Occupational Education Specialist:** prepares and coordinates the Districtwide Vocational Education proposal. Serves as the liaison with state agencies that fund occupationally-related programs.

**Grants Accountant:** reviews the proposal budget and provides feedback regarding the need for changes or corrections. The Grants Accountant sets up the account, produces financial reports for the funding agency, maintains account journals, processes transactions, and provides information to auditors as requested. The Grants Accountant also provides technical assistance and guidance to the Project Director on fiscal matters.

**Assistant Legal Counsel:** reviews and signs proposals that are in contract form and all Intergovernmental Agreements and other contracts.

**Auxiliary Services Manager**: responsible for establishing, directing, and coordinating purchasing processes and procedures.

**Employment Manager**: responsible for directing and coordinating employment procedures and processes.

**Vice Chancellor for Educational Development:** empowered by the District Governing Board to approve and sign grant proposals. (Proposals **should not** be submitted to the funding source without the Vice Chancellor's approval.)

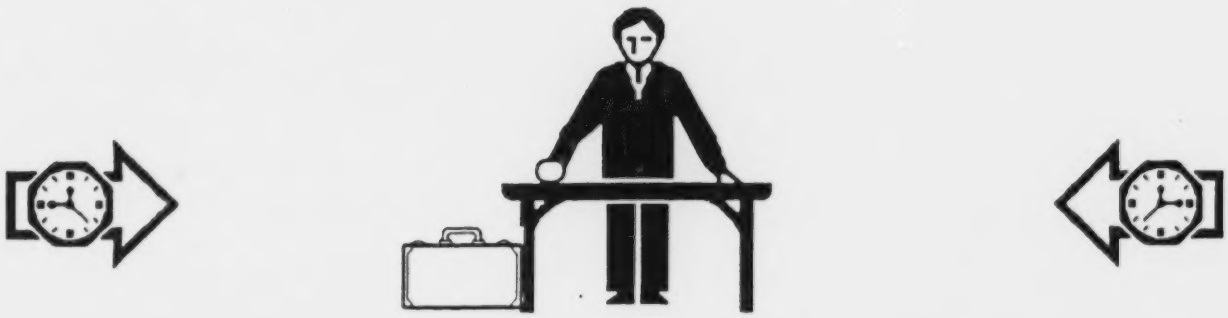
**Governing Board Secretary:** receives Board Action Items (including those concerning the awarding of grants funds) for inclusion on Governing Board meeting agendas.

## Federal/State

**Program Officer**: answers questions and provides technical assistance both before and after a grant is awarded. Monitors the project performance. In some agencies, Program Officer may also perform the role of the Grants Officer.

**Grants Officer**: negotiates and approves award and the grant budget for the funding source. Also approves major changes requiring grant, contract, and budget modifications.

# GETTING READY TO MANAGE THE GRANT



# GETTING READY TO MANAGE THE GRANT

You need to have and be familiar with at least six essential documents to start up a grant. They include the:

1. original proposal submitted to the funding agency
2. negotiated budget
3. regulations for the grant
4. notice of award
5. Board Action Item or Administrative Acceptance of Grant
6. Maricopa operational budget for the project

A grant is an award of funds from a funding agency to the college or District to provide services or products within a limited time frame, and often for a specific target population. The proposal, negotiated budget, regulations, and notice of award set the project parameters. The Board Action Item or Administrative Acceptance of Grant is the District's method of officially approving acceptance of the grant. And the operational budget is used to set up the project fiscal account in the District accounting system.

## 1. Proposal

The first thing all personnel who will be involved in implementing the grant need to do is review the proposal. The proposal will tell you why the project is needed, the intended outcomes, objectives, timelines, the responsibilities of the various implementors, how the project will be evaluated, and how the funds are to be spent. The proposal provides the framework for managing your project. Since proposals are often completed six to nine months prior to the award, some things may have changed. You may have been awarded less funding than requested. The award process may have taken longer than expected, throwing off your implementation timetable. You will need to take these things into consideration when implementing the program.

### Proposal Review Questions

- What are the starting and ending dates of the grant award? Do they coincide with the timeline included in the proposal?
- What college or District need generated the proposal? What is being done now to meet that need?

- How does this project fit into the overall college or District? Is it part of an existing organizational unit or is it a separate entity? What other departments or colleges will it involve? If more than one college is involved, who are the contact people?
- What results have been promised to the funding agency? How will you demonstrate that these results have been achieved?
- What special populations (i.e. minority, women, individuals with disabilities, unemployed, economically disadvantaged) will be served? How will participants be selected?
- What personnel are authorized in the grant and what are their responsibilities?
- What timelines exist for activities? When do activities need to start and end?
- What arrangements have been negotiated with outside organizations? What do these agreements mean? Do they need further clarification? Have the outside organizations been notified of the award? Will intergovernmental agreements or other kinds of contracts be necessary to implement the grant?
- Do you understand all of the technical jargon or special language used in the proposal? If not, refer to the funding regulations or find out the practices in tne profession before proceeding.
- At what intervals are programmatic and fiscal reports required?

If you have additional questions about the project, there are a number of people who can be very helpful to you. The proposal writer and others involved in the writing can be extremely helpful in clarifying points, answering questions, and giving you background. Keep in mind that almost all proposals have a mandatory maximum length and that it is impossible for the writing team to include everything in the proposal that you, as an implementor, might want to know. Your supervisor, the District Grants Director, the District Grants Accountants and colleagues in the same organizational unit as the project may all be able to answer your questions.

## 2. Negotiated Budget

Frequently, the amount of award is less than the amount requested in the proposal; on rare occasions it is even increased. Usually the funding agency calls with a total dollar figure it is willing to award and sometimes the agency also specifies what it wants cut in the proposal budget.

A decrease in funds may result in the loss of personnel and the elimination or modification of one or more objectives. Once the negotiated budget is returned to the funding agency for approval, it may be accompanied by revised objectives, activities, and/or in timelines if the cuts are significant. This negotiated budget then becomes the official project budget.

It should be mentioned that in rare instances the funding award may be so drastically reduced from the amount requested that the college can no longer undertake the project and has to decline the award.

The budget may also contain a column for local match. This means that the college or other participants have agreed to contribute funds or other resources to the project. Close attention needs to be paid to the match as well as the rest of the budget since it also needs to be documented and reported to the funding agency.

### Negotiated Budget Review Questions

- Have activity timelines and objectives changed?
- What costs have been eliminated or significantly reduced and what impact will these changes have on the successful implementation of the project?
- What amounts are required for matching? Where will the matching funds come from? How will you document the match?

## 3. Regulations for the Grant

Grants from federal and state sources operate under regulations published in the Federal Register and reproduced in the application package for each grant. Some of the proposal content will directly address regulations that govern the program (i.e. eligible participants, selection criteria, allowable costs and activities). In addition, some agencies may have regulations or policies that govern all their programs. For example, the U.S. Department of Education General Administrative Regulations are included in a document better known as EDGAR. The National Science Foundation has a Grant Policy Manual that should be used by all Project Directors and accountants dealing with NSF funded projects. Sometimes, grant regulations are attached to the letter of award.

When reviewing grant regulations, get out your magnifying glass (they are written in very small print) and pay special attention to the following:

### Regulations Review Questions

- What are the eligibility criteria for participation in this program?
- What activities are allowable? What activities are disallowed?
- What costs are allowable and what are disallowable?
- What travel is authorized? Are there any limitations on out-of-state travel?
- Can consultants be hired? Is there a maximum daily rate of compensation for consultants?
- Can equipment be purchased? Are there any restrictions on equipment? Who owns the equipment?

- Are there any special guidelines to be followed in procurement?

It is very important that all projects be operated in accordance with governing regulations. Being familiar with regulations and abiding by them should help you avoid disallowable expenditures or serving ineligible individuals which may result in disallowed costs. If you have any questions about whether a proposed expenditure is allowable according to the regulations or according to District policy, contact your District Office Grants Accountant.

## 4. Notice of Award

While you may receive a phone call informing you that your proposal has been funded, the notice (or letter) of award is the official notice that assures the District the grant has been funded. The notice will contain a grant number, project start and end date, and amount awarded. It may also contain any limitations imposed upon the grant, reporting requirements, and the name and phone number of funding agency Program Officer overseeing the grant. The notice may be followed by a separate contract. If not, the proposal becomes the contract of performance.

### Notice of Award Questions

- What was the amount of award? How does it differ from the original amount requested?
- What is the project start and end date? Does this differ from the original proposal?
- What is the grant number? (You will have to use this number in future reports to the funding agency.)
- Did the notice and attachments contain any limitations on the grant or reporting requirements?
- What is the name and phone number of the program officer?
- What is the grant identification Catalog of Federal Domestic Assistance number (CFDA#)?

The notice of award must be received before the Governing Board can act on a Board Action Item accepting the grant funds. No grant monies should be spent or contracted for until this notice is received and the Governing Board has approved acceptance of the funds. (In the case of grants under $10,000, Administrative Acceptance of the Grant may occur in lieu of Board Approval.)

### Board Action Item or Administrative Acceptance of Grant

When you are notified by phone or by notice of award that your grant is going to be funded, contact the District Grants Director as soon as possible for assistance in getting the appropriate Maricopa County Community College District (MCCCD) approvals.

If you are a brand new Program Director, your supervisor or someone else should have already prepared either a Board Action Item for the District Governing Board or an Administrative Acceptance of Grant. In this case, you need to get a copy to read and file.

All grants over $10,000 must be submitted to the Governing Board for approval. (See Appendices for an example.) The Board Action Item must be turned in to the Governing Board secretary approximately 8 working days before the Board meeting. The Board Secretary sends an electronic mail message to all A-1 users each month giving Board meeting dates and deadlines for materials to be submitted. If you miss that information, contact the Grants Office or the Governing Board Secretary.

In the case of grant awards under $10,000, the Legal Department will decide whether the award needs Governing Board approval. This will be decided on a case-by-case basis so the Grants Director will assist you in getting a determination from the Legal Department for your particular grant.

The Administrative Acceptance of Grant is approved by the President/Provost, Vice Chancellor of Administration, Vice Chancellor of Educational Development, and the Chancellor. After the President/Provost approves the award, the Administrative Acceptance should be brought/sent to the Grants Office which will coordinate the rest of the signature process.

## 5. Operational Budget

Each grant has its own MCCCD operational budget set up in accordance with both District policy and funding agency guidelines prohibiting the comingling of funds and to facilitate audits. When the Board Action Item is prepared, an operational budget page is attached which shows the grant budget arranged by MCCCD object code. This is the budget that the District Grants Accountants will use to set up your project budget as soon as it is approved by the Board. This budget must be set up before personnel paperwork and other expenditures can be processed. The disbursement of grant monies is in the hands of the College Fiscal Agent who processes grant expenditures submitted by the Project Director. As Project Director, you will approve grant expenditures.

# PURCHASING: SUPPLIES, EQUIPMENT, TRAVEL, AND PEOPLE

# PURCHASING: SUPPLIES, EQUIPMENT, TRAVEL AND PEOPLE

Purchase of goods and services is centralized through the MCCCD Purchasing Department located in the District office. The procedures used depend on the cost and source of the item. Laws and regulations require completion of appropriate paper work before any grant purchase is made. All purchases take time, and in many cases, require prior approval by the funding agency. Preparation of purchase requisitions should be a first priority once the operational budget is established to allow as much lead time as possible and to avoid delays in implementing the program. **All standard District purchasing policies apply to grants.**

## Supplies

Funding sources define supplies in different ways so you need to pay close attention to the regulations governing your program. For internal purposes, MCCCD considers consumable items with a value of $500 or less to be supplies. This includes computer software (but does not include capital equipment).

Generate purchase requisitions as soon as possible after a grant has been approved. Indicate clearly that the requisition is based on grant funds by including the name of the grant and the account code. Show also the invoice and/or receipt deadlines; funding sources will have varying regulations on receipt and billing deadlines.

Keep and file a copy of the submitted requisitions. Have support staff track important requisitions through the purchasing process. A copy of the purchase order will be sent to you when the order is placed with the vendor. **Always compare the purchase amount with the requisition.** Bids can come in high or low and taxes or shipping and handling may be added after you signed the requisitions. Such changes will affect the grant budget.

Funds not expended on legitimate grant purchases will normally revert to the funding agency at the conclusion of the grant period unless there is an extension. Copies of all invoices should be maintained for 5 years after the grant ends.

District purchasing requirements and procedures may change. The best source of detailed up-to-date information about requirements, procedures, and forms is the Purchasing Department itself or the College Fiscal Agent. Changes in procedures are generally communicated over the District's electronic mail (A-1) system.

As of January 10, 1994, the Limited Purchase Order limit was raised from $500 to $1,000. This means that you can work with the College Fiscal Agent to obtain products or services up to that amount, as long as the Limited Purchase Order (LPO) form is used. LPO forms are used for one time purchases of goods or services in which the supplier will ship and bill complete. LPOs cannot be used for backorders, split shipments, or Open Purchase Orders. They also cannot be used to purchase capital equipment.

The $1,000 limit for LPOs **must** include all sales tax, use tax, and shipping and handling fees. **Never split an order** to meet the LPO requirements and circumvent the requirements of competition over the $1,000 threshold. You are likely to be tarred and feathered by an irate committee composed of the College Fiscal Agent, President, and Purchasing officials. Splitting or dividing orders will result in the suspension of the rights of your division or the college to use the LPO form, thereby increasing the time it takes to procure supply items and creating more work for everyone.

Requisitions for Open Purchase Orders must also be subjected to a competitive process, as are all requisitions over $1,000. The level of competition is based upon the total dollars expected to be spent during the fiscal year. If the amount could exceed $10,000, you will need to work with Purchasing and most likely will need to go through a formal bid process. It is suggested that you work with Purchasing to gather information and identify your needs in advance.

| Amount | Requirements |
|---|---|
| **Up to $1,000** | Limited Purchase Order (LPO) signed by Project Director and College Fiscal Agent. |
| **$1,001-$5,000** | Either the prospective purchaser or the Purchasing Department must obtain **two verbal quotes**. You are required to take the lowest quote unless you can demonstrate that the quote was not responsive and responsible. Write on the back of the requisition form the company, the amount, and the person you talked to. The General Requisition is signed by Project Director and Fiscal Agent. |
| **$5,001-$10,000** | Either the prospective purchaser or the Purchasing Department must obtain **three written quotes.** Write on the back of the requisition form the company, the amount, and the person you spoke with. The General Requisition is signed by Project Director and Fiscal Agent. |

**$10,000 or more** — Requires **sealed bid.** Big budget items are purchased through Invitations for Bids. Furniture and copier machines, for example, are purchased through this process. Plan on 4-6 weeks for this process, which includes advertisement of a legal notice.

## Equipment

All anticipated equipment purchases should be itemized in the proposal budget agreement. Generally, prior written approval must be requested and obtained from the funding agency for any equipment acquisition not itemized. Some agencies such as the Department of Defense may even require specific prior approval of certain types of equipment (i.e. computer equipment) even if listed in the approved budget. Other agencies such as the National Science Foundation, U.S. Department of Education, and the National Institute of Health allow most equipment purchases to be approved internally through the District's regular purchasing process.

Before purchasing equipment, **always** check with the Grants Accountants. They can assist you in identifying restrictions that may get you into trouble. Always keep in mind that proposed equipment purchases must be justified in terms of benefit to the project. Because the project cannot usually benefit from "last minute" purchases, end-of-program expenditures are generally not appropriate. The cost of goods not used during the project can be disallowed and the funding agency may ask for reimbursement.

Some equipment can be purchased at a significant savings if it is part of the State Contract. Check with Purchasing to find out if the equipment you need is covered by the State Contract.

## Travel

If you receive a paycheck from the District, you must follow District travel policies. Reimbursement rates change periodically, so you need to get a copy of current travel policies and rates from Financial Operations. Travel is classified as "In County" or "Out of County".

**In County** — No prior college approval required for "In County" travel. "In County" travel expenses are reimbursed at specific rates set by the Governing Board. Obtaining reimbursement requires budget funds for in-state travel plus completion and submission of Travel Claim forms documenting mileage or bus fares.

**Out of County** — Official supervisory approval is required for "Out of County" and out of state travel prior to the trip by means of a Travel Request form. Funding agency regulations concerning travel vary so these should

be carefully researched to see if prior approval is required. Meals are reimbursed up to a Board approved maximum. Travel policy should be checked for more specific information on receipt and reimbursement requirements and limitations. Normal per diem reimbursement rates are higher for some higher cost cities. The colleges use travel agencies to make airline reservations. In certain circumstances, a portion of the travel funds can be advanced for the trip. The need for receipts varies by item.

District Travel Policies do not apply to consultants hired as independent contractors. Reimbursement for consultant travel is based on whatever the grant agency will allow. Determine whether the consultant's travel cost is part of the consultant fee or separate.

## People

Temporary services of individuals are arranged for in several different ways. Professional Service Contracts are used to hire nonDistrict employees for consulting services or guest lecturing. Special Services Contracts are used to hire District employees to work on special projects. Request for Personnel Services (RPS) are used to hire temporary and part-time staff.

## Professional Services Contracts

In almost all cases, consultants must be approved by the funding agency. Frequently, the agency sets compensation limits for daily rates as well. Professional services contracts (obtained from the District Legal Office) must be completed and signed by the consultant, guest lecturer, or person supplying professional services. A requisition is then prepared and the contract and the requisition are sent together through the approval process. The contract is not finalized until the Legal Office signs it on behalf of the District. The Professional Services contract cannot be used to hire employees of the District.

Contracts for consultants/guest lecturers can be paid on a total fee for services basis or broken out to include travel and per diem. Professional services such as graphics require invoices from the individual to be paid and compensation rates must be justified.

## Special Services Contracts

Special services contracts are used to hire MCCCD employees for special projects or extra service. These contracts are obtained from and returned to the Human Resources Department. Compensation is normally based on rates approved by the Governing Board for a variety of special services such as Curriculum Development, etc. The rates are generally lower than the comparable rate of compensation that would be needed to hire an external consultant.

## Requests for Personnel Services

Requests for Personnel Services (RPS) are used for work done on a temporary extra-service basis by full or part-time professional staff. (Note that Maricopa calls its support and clerical staff "professional staff".) Time cards obtained from payroll are used to record time worked. Since there are limitations on how many days and hours a temporary can work on an RPS, consult with the Human Resources Department for this type of information. Check the grant -- it may also set a maximum rate for daily compensation.

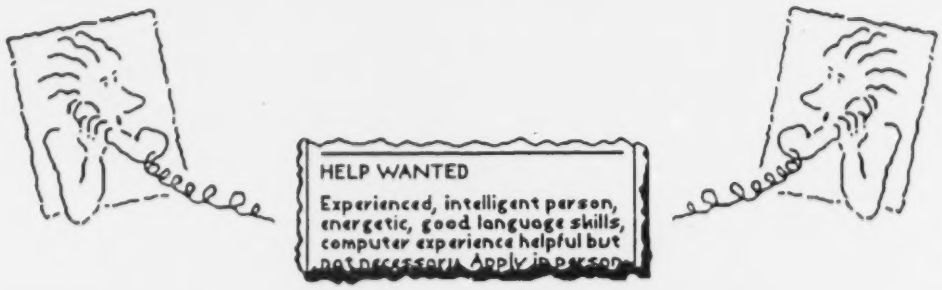
## Sources of Information

Questions concerning the hiring of consultants, lecturers, and professional services area can be answered by the immediate supervisor, the Grants Accountants, the College Fiscal Agent, Purchasing, and the District Legal Department.

## General Guidelines for Travel and People

Keep copies of all travel-related information including receipts and the purpose of the trip. Maintain records of consultant expenditures and results. Keep invoices and contract copies for all other services.

# HIRING, REASSIGNING, AND SUPERVISING PEOPLE


HELP WANTED
Experienced, intelligent person, energetic, good language skills, computer experience helpful but not necessary. Apply in person.

# HIRING, REASSIGNING, AND SUPERVISING

Most grant proposals include a section on "key personnel". Permanent employees may be included in the proposal with plans for their reassignment to the new project. (See note under "Transfer Process" on supplanting.) For other personnel slots, a job description may be included as well as a statement indicating that the position will be filled in accordance with District policy and Affirmative Action/Equal Opportunity guidelines.

Project personnel already employed by the District will need to be reassigned to the grant. New personnel will need to be hired. Both activities take time and must be handled immediately.

## General Guidelines

All full-time personnel working on grants and contracts (externally funded) are hired for the grant period only. Employment ends when the grant ends.

District policy and procedures govern all activities related to personnel. Generic job descriptions exist for all positions normally filled in the District. Job Vacancy notices must conform to the job descriptions. Pay particular attention to educational level, experience, and skill requirements. Classifications and pay rates usually conform to the District salary schedule and job classifications, provided sufficient funding is available from the grant. Usually the Project Director/Administrator will decide how much the position will be paid and the projected salary is included on the Job Vacancy notice.

**Despite this wage setting process, you will not be able to pay the candidate more than the funds available from the grant or other sources.**

If changes have occurred in the staff members listed in the proposal, these changes may need approval by the funding agency. Check with the District Grants Director before proceeding.

## Hiring Process

Hiring new full-time personnel is a time-consuming process. Always check with your immediate supervisor and the District Human Resources Office prior to beginning the process. Basically, the same hiring process that applies to permanent Board-approved employees applies to all personnel hired for a grant. All positions must be budget approved. In the case of a grant, this means that the Governing Board approved a Board Action Item to accept the grant and a budget which contained the position you are trying to fill. All vacancies must be

advertised by posting of the Job Vacancy Notice in the Job Opportunities (MCCCD job announcements). The application steps for a specific vacancy are outlined in detail on the Job Vacancy Notice.

Applications are accepted until the closing date and time designated on the Job Vacancy Notice. Normally, positions are advertised for two or three weeks. Jobs will usually open on a Wednesday and close on a future Tuesday. Some positions are advertised nationally in publications such as the Chronicle of Higher Education. The hiring process is likely to take longer if the position is nationally advertised. Costs to advertise nationally in the Chronicle or other specialized publications need to be budgeted and paid for by the college. Grant funds cannot be used for this purpose.

Although the process may vary by campus, the essential steps are:

1. Complete Job Vacancy Notice, American Disabilities Act (ADA) Questionnaire, and obtain approvals.
2. Post and advertise the position.
3. Screening Committee review and assess applications and resumes submitted by applicants.
4. Screening Committee interviews and selects finalists.
5. References checked, usually by chair of the screening committee or prospective supervisor.
6. Interviews of finalists by President and selection of individual to be hired.
7. Notification of appropriate Human Resources Manager regarding selection and completion of related paperwork.
8. Contacting of successful candidate by Human Resources Manager for the purpose of making a job offer.
9. Completion of personnel paperwork.
10. Board approval of the new hire. (Usually the new employee starts work before the Governing Board approves the hiring.)

This hiring process can take up to two months. For more details about the employment process, contact the Human Resources Department.

If no job description exists for a particular position, you will also have to go through the whole process to develop a new position. This can take several months; so it is wise to start this process as early as possible to allow adequate time. It is wise to complete this process between the time the grant is submitted and notification of award is expected.

You will need to complete a Position Description Questionnaire (PDQ), a proposed new job description, and forms for the American Disabilities Act. The PDQ can be obtained from the

College President's/Provost's Office or from the District's Wage/Salary Office. The supervisor and the President/Provost/Vice Chancellor review, sign, and forward the documents to the College/District Office member of the Districtwide Job Evaluation Committee. The committee member will review and forward the documents to Wage/Salary for data input.

The Districtwide Committee reviews the computerized results for salary level verification at their next meeting and then forwards the recommendation to President's Council for approval. President's Council reviews the recommendation and if no clarification is needed, it's forwarded to the Vice-Chancellor for Quality and Employee Development for implementation. The approved recommendation is then forwarded to Wage/Salary.

## Reassigning Existing College Personnel to Project Paid by Grant Funds

When a portion of an existing college employee's salary is being paid by the grant while the employee is working on the grant project, this proportion of the personnel salaries and related benefits must be reallocated from regular college accounts to grant accounts. Assignment of existing college employees to the new project funded by external funds requires a payroll change. This needs to occur swiftly so that the change can take effect on the date that the grant "hires" the individual staff member. After checking with your supervisor to be sure that it is okay to proceed, contact Employee Relations to request that the Employee Profile form be revised so that the appropriate percentage of salary is charged against the grant funds for the specified period.

The Project Director/Administrator should notify the Human Resources Department and consult with the appropriate Grants Accountant and Payroll to make sure that the proper paperwork is completed for the transfer. This needs to occur quickly, in time for the change to take effect in the first month of the grant, or on the date that the grant "hires" the individual staff member.

**Fringe benefits** such as health insurance, retirement, worker's compensation, FICA, and others **ALWAYS** accompany salary transfers. The percentage of fringe benefits paid by the grant will correspond to the percentage of salary. Fringe benefits change each year and may be subject to funding agency restrictions.

Staff members whose salaries are paid in part by external funds need to keep time documentation records. Such records can take the form of monthly summaries of hours spent on the grant (see monthly Grant Time Record in Appendices) or actual time sheets for those staff members paid on an hourly basis.

## Don't Supplant -- It's Illegal!

Supplanting internal funds with external funds is **ILLEGAL! ILLEGAL! ILLEGAL!** You cannot use external funds to pay for ongoing activities already budgeted or for the usual activities assigned to a position. For example, grant funds cannot be used to pay the salary of an English faculty member to teach a regularly scheduled credit course. However, grant funds could be used, if authorized in the proposal, to provide new specialized English classes for at-risk populations.

If night show host David Letterman had a top ten list for ways to get in trouble with grants, supplanting might head the list. **So don't do it!** If you are uncertain about whether a situation qualifies as supplanting, consult with the District Grants Accountant or the Grants Director.

## Salaries as Matching Funds

If a portion of an individual's time is being used in the project and a portion of the salary is being used as matching funds, the time used for the grant needs to be recorded on a Monthly Grant Time Record. This document is likely to generate choruses of groans from administrators and faculty alike. In fact, we may end up on David Letterman's list of ten most unpopular people for suggesting it!

Whether we like it or not, current training for auditors advises them to look for such records to document time and effort spent on a project. Deans and other supervisors need to document time spent right from the time they know the project is going to be funded since a considerable amount of their time is spent up-front preparing the project for startup, initiating the employment process, and preparing the Project Director for his/her duties.

Proposal budgets generally contain the matching amount required. In practice, it works best to begin with the dollar amount and figure out what percentage of salary it represents. The lapse of time between the proposal submission and award can affect fringe benefits and salary amounts. Therefore, actual amounts should be used instead of the "proposed" amount.

## Questions to be Answered

1. What personnel are assigned to the grant? Are they part of existing staff or must persons be hired?
2. What percentage of existing staff time and salaries are allocated to the project? What division are staff members assigned to and who is the supervisor?
3. Which existing job descriptions and position classifications most closely correspond to the authorized grant positions?

4. What are the deadlines for personnel paperwork and for hiring new people? What are the latest regulations on the hiring process?
5. What steps need to be taken and what information, forms, and approvals, are required to transfer staff members to the grant?

## Supervision

Supervision and evaluation of persons assigned to or hired by the grant will follow guidelines established by District policy for each position. In the case of split assignments in which portions of loads are assigned to the grant, evaluation arrangements should be made with the original supervisor. Such arrangements often take the form of memoranda detailing performance on the grant assignment to be included with the formal evaluation.

The performance of the project staff is the most critical factor in determining whether a project is successful or not. Facilitating and supporting the work of staff members is one of the most important roles of the Project Director/Administrator.

## Policies for Specially Funded Employees

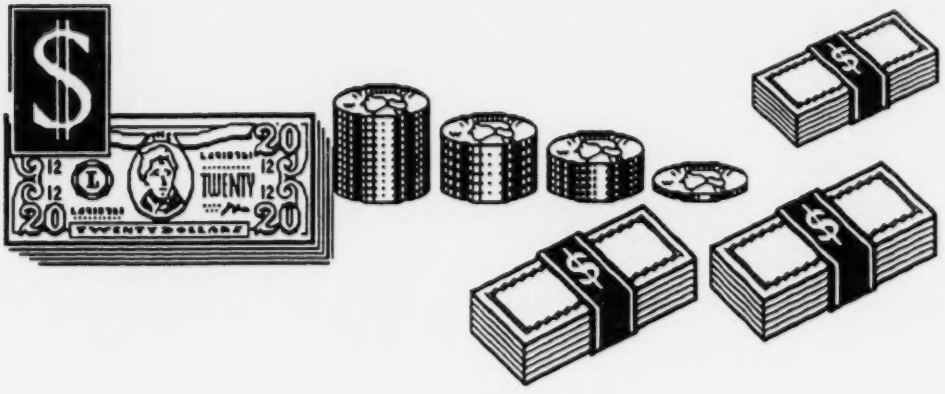
As the supervisor of other Specially Funded (externally funded) Employees and as one yourself (if more than 50% of your salary is paid by external funds), you need to be aware that the District's policies for Specially Funded Employees differ from policies for regular employees in several respects. Contact Employment for copies of the Policy Manual for Specially Funded Employees.

Specially Funded Employees are restricted to their initial placement. This means that they have no rights related to seniority as externally funded employees. If the project is absorbed by the District, they are considered to be new employees. Frequently, this results in a significant cut in pay for employees who have been employed in an externally funded project for several years.

Another significant area of difference relates to accumulation and use of vacation time. Specially Funded Employees earn fewer days per year than regular employees and must use them up or lose them by the end of the grant year. Vacation days for Specially Funded Employees cannot be carried over into the next fiscal year. The rationale for this policy is that funds to pay for the vacation time are in the current year's budget but may not be carried over into the next year's budget. Therefore, it is very important that you and your Specially Funded Employees use up all your vacation days by the end of the grant year.

Specially Funded Employees have the same health care coverage, options, and benefits as regular Board-approved employees working the same number of hours.

# MANAGING THE $$$$



# MANAGING THE $$$

One of the hallmarks of an excellent Grants Director/Administrator is paying as close attention to the financial aspects of the grant as to the program. Both require careful monitoring if the total project is to be successful. Meeting the program objectives and client needs is only half the job. As Project Director/Administrator, you will be held responsible for managing both the program and the budget.

If you are like most Project Directors, you understand that you are responsible for accomplishing the grant's goals and were selected for your programmatic expertise. However, you may be less comfortable with your fiscal responsibilities. You may have the perception that "some accountant somewhere is supposed to handle it." As Project Director, your fiscal responsibilities include:

- authorizing only those expenditures which are reasonable and necessary to accomplish the project goals
- spending no more than the amount authorized by the funding agency for the project period
- adhering to funding agency limitations on the amount of money that may be spent in any single budget category
- incurring costs only for goods or services that will be used or received during the project period
- charging project costs directly to the account set up for the project (thereby avoiding cost transfers)
- documenting cost share and matching commitments

One of the quickest and easiest ways to check on the progress of a grant is to compare the percentage of time elapsed in the grant period with the percentage of total budget spent. For example, if 80% of the grant period has expired, and only 30% of the money is spent, the grant is in **serious** trouble. First of all, the college is likely to have to return a significant portion of unspent monies to the funding source and secondly, the objectives of the program are apparently not being met. Often, the discrepancy indicates that expenditures are not being charged to the proper grant account. **This means that the college is expending operational dollars on a project which should be paid for by external funds.**

## Getting the Funds

Once the Governing Board has approved acceptance of the grant award and the Grant Accountant has set your budget up in the District's Financial Records System, expenditures can be made from the account. Most agencies **do not** send us the grant funds at the

beginning of the project. Instead, the District is periodically reimbursed for expenditures after they occur. The District Grants Accountants are responsible for reporting the expenditures to the funding agencies and obtaining reimbursement for expenditures.

## Using the Financial Records System (FRS)

One of the Project Director's most valuable and underutilized resources is read only access to the Financial Records System (FRS), the District's computerized budget and financial reporting system. Knowing how to access this system allows you to view your account at any time. The reports are set up by screens. Several screens are particularly useful to the Project Director.

## Screens

019 Shows the budget and expenditures, encumbrances, and balance available by District object code. In plain English, this means you can see how much was budgeted, how much is committed, how much has been spent already, how much is tied up, and how much is left for each cost category. This is the screen you will use most frequently.

023 Shows transactions so you can see whether an expenditure has been processed and the exact cost, including shipping /handling and taxes.

020 Allows you to view encumbrances. In other words, it shows you the account's open commitments.

018 Allows you to review the general ledger which basically shows you a summary of your account.

### So how do you get your hands on all this wonderful information?

To get in, you will have to type (IN CAPITAL LETTERS) the following information at the $ prompt on the District's computer system:

**Log in Sequence**

| | |
|---|---|
| USERNAME: | FRSPO |
| PASSWORD: | FRSPO |
| OPTION: | FRS |
| PRINTER: | (pick a printer) |
| SYSTEM: | FRS |
| OPERATOR: | 0090 |
| PASSWORD: | DOFFICE |

Next, you will be asked to select a printer. When you get to a budget screen, you will enter your budget **account** number and the **screen** number (e.g. 019) that you want to view. To read the report's next page, hit **<return>** or **enter**. To change to a new screen in the same account, type a new screen number on the **screen** line at the top of the report and hit **<return>**.

To print hit **control D**. Your document will be sent to the printer you selected during the sign in process.

**Logging Out**

To get out of FRS:

1. Type SO___ on the screen line.
2. After giant M appears, type LO____ at option prompt.

To arrange for access to FRS, you need to talk to your college Fiscal Agent. Have your college Fiscal Agent or the District Grants Accountant give you a demonstration of how to get into and use the system. Also, talk to them about what the various columns mean, to be sure that you are interpreting the report correctly. Fiscal reports can be confusing so it's best to make sure you understand what you're looking at right from the start.

It's also a good idea to write down the log in and log out sequence in this book, so that you can refer to it whenever you need to use FRS.

Check with the College Fiscal Agent about getting a monthly hardcopy printout so you can review the activity in your account. Report FBM091 shows the budget detail, budget transfers, and expenditures by object code.

Now that you know how to get in and out of the FRS, what should you be looking at while you're in FRS?

## Budget Management/Monitoring

The first grant budget report should be reviewed carefully to check the accuracy of the account object codes and amounts. Cost categories are identified by object code and title in the system. (See page 54 for a list of object codes commonly used in grants.) Subsequent budget reports should be reviewed line item by line item to be certain charges are properly posted to the account. The revised budget is the current budget and may differ from the original budget as a result of budget modifications approved by the funding source.

The budget should be monitored by line item (object code). The objective is **not** to exceed the budget allowed for each object code. It is **not** sufficient to manage a budget so that the total expenditures don't exceed the total available.

Be sure to reconcile your expenditures to the financial records. Keep in mind that FRS is the District's official financial reporting system that will be used for preparing financial reports and for audits. You may find it helpful to use a separate record keeping system in your office to keep track of expenditures but it is **not** the official system. If you are using a system in your office to keep track of expenditures, you will find discrepancies at various times between what your records show and what FRS shows. This is generally due to the lag time that naturally results when requisitions are being processed and charged to the account. In addition, shipping costs and taxes may be added on to requisitions after you've approved them if you didn't include them, resulting in a greater charge to your account than you may have anticipated.

Here are some other things to keep in mind as you review your budget. Review your budget line by line. Pay particular attention to salary line items, especially if a salary is coming out of more than one account. The computer has been known to take it all out of one account. Indirect costs are transferred out of the account periodically and at the end of a fiscal year by the Grants Accountants, so don't transfer funds out of that object code to use for something else.

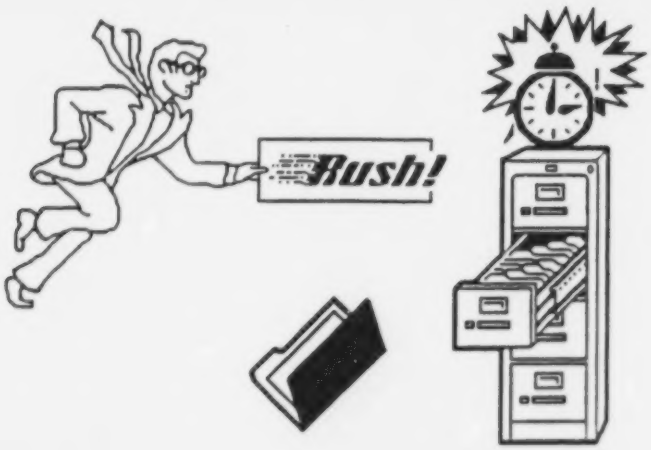
To analyze how your project is doing fiscally, periodically prepare a budget report for yourself comparing the percentage of the budget that has been expended to the percentage of the grant that has expired. There may be justifiable reasons for a discrepancy between the two, caused by such things as major equipment purchase and the timing and cost of major grant activities. More commonly, however, major discrepancies usually indicate that the program is either not being implemented on schedule or expenditures are being charged to the wrong account. Your account number should be listed on all requisitions to assure that the expenditures are charged to the proper accounts.

## Match Monies: Special Requirements

The Project Director is responsible for keeping track of and documenting the match monies (contributions to the grant by the college and any other nonfederal sources). This will have to be reported to the funding source periodically by the Grants Accountant and needs to be available for audit purposes.

As Project Director, you need to know what accounts your "match" is coming from or at least which people's salaries are contributing to the match (e.g. 20% of Associate Dean of Instruction's salary and benefits). You will need to provide your Grants Accountant with this information.

# TIME AND RECORDS MANAGEMENT



# TIME/RECORDS MANAGEMENT

## Time Management

A good file system and a large wall calendar exclusively for the grant can be important assets. Files should contain at least:

1. A copy of the proposal and the approved budget.
2. Operational budgets.
3. Correspondence.
4. Time documentation records.
5. Personnel paperwork for individuals including contracts and time sheet copies.
6. Consultant contracts, invoices and reports.
7. Report forms and report copies.
8. Files related to grant activities such as client records, publicity, evaluation, minutes of advisory committee meetings, etc.
9. Related rules and regulations.

While a pocket calendar or desk calendar can be more convenient, the wall calendar has proven invaluable in keeping complicated, time-restricted projects and activities on track.

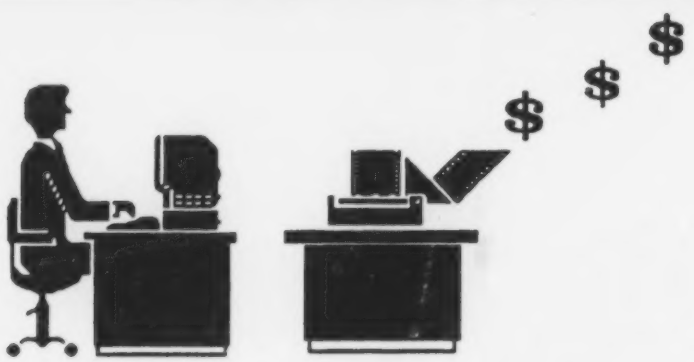
## Records Retention

The average length of time required for maintaining all records in order for auditing purposes is three to five years from the date of closing of a grant, or until a final agency audit is completed. If an audit has been scheduled at the end of the agency's record retention required length of time, all records should be retained until the audit is complete and all related activity has been resolved. Never discard paper source documents without checking with the Grants Director first.

## General Guidelines

Readily accessible and organized files are essential in Grants Management. Not only do they provide support for efficient management, but inspire confidence in the occasional agency Program Officer who drops by for a "site visit".

# PREPARING/ REVISING AN OPERATIONAL BUDGET



# PREPARING/REVISING AN OPERATIONAL BUDGET

When a proposal is developed, both the narrative and budget are reviewed by a variety of people before it is submitted to the funding agency. Some colleges have established procedures for proposal review. Typically, Department Chairs, Directors and Deans and/or Associate Deans have been involved. In addition, the outgoing proposal had been reviewed by the District Grants Director and Grants Accountant.

By the same token, budget revisions also require some review. The Project Director should review grant guidelines and policies with respect to budget revisions to determine the procedure for revising the budget and any specific limitations. If you are an Externally Funded Employee, the supervising administrator will need to approve the revision. The appropriate Grants Accountant should review the proposed revision prior to submission to the funding agency. State grants, for example, frequently require that all revisions be submitted no later than three months prior to the end of the grant. Changes exceeding 5-15% of a budget category may require approval by the funding agency.

After the funding source approves the revision, a copy of the approved revised budget and a request for budget transfer should be sent to the Grants Accountant. The Accountant needs to know how much you want transferred from object code xxxx to object code xxxx and the reason for the transfer.

The Project Director should always check the original grant budget after it's set up on the Financial Records System and after revisions are made since input errors can occur.

# MCCCD BUDGET CODES COMMONLY USED IN GRANTS

## SALARIES & WAGES:

### FACULTY

1110 Faculty - Permanent
1111 Residential
1112 Residential - Overload
1113 Residential - Sabbatical Salaries
1114 Residential - Extended Contract
1115 Residential - Reassigned Time
1116 Department Chairpersons
1117 Residential - Part-time
1120 Faculty - Part-time
1121 Faculty - Part-time Day
1122 Faculty - Part-time Evening
1123 Faculty - Sabbatical Replacement
1124 Faculty - Substitute Day
1125 Faculty - Substitute Evening
1127 Faculty - Non-credit
1128 Faculty - Summer School

### STAFF

1220 MAPT
1230 Support, Classified

### TEMPORARY SERVICES

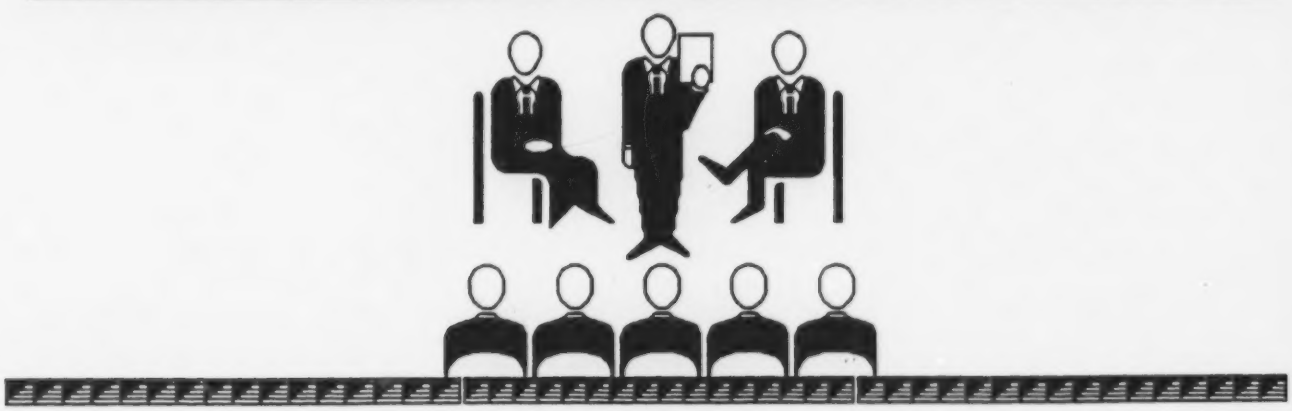
1310 Part-time Wages
1316 Student Wages

### OTHER BUDGET CATEGORIES:

2xxx All Categories of Benefits
3210 Contractual Srvcs./Professional Srvcs.
3300 Printing/Binding
3550 Official Functions
4100 Supplies
4110 Software
5200 Subscriptions
5400 Membership Dues
6110 Telephone/Fax
6120 Postage
7100 Instate Travel (Hotels and Meals)
7110 Mileage
7120 Registration
7200 Out of State Travel
8410 Capital Equipment
9710 Indirect Costs
9835 Stipends/Awards/Honorarium

The complete list of objective codes can be accessed on the Final Records System screen MSL.

# REPORTS



# REPORTS

The Project Director and Grant Administrator are responsible for preparing the narrative reports. This means that you, as Project Director, will prepare the reports and the Grants Administrator (your supervisor) will review and approve them before you send them to the funding agency. Formal reports to the funding agency are generally due ninety days after the close of a federal grant, and sometimes, at mid-year. State and private funds reporting requirements will vary.

Evaluation reports will be required for all grants. Meeting deadline dates is critical. Failure to meet deadlines can have a serious impact on future funding possibilities.

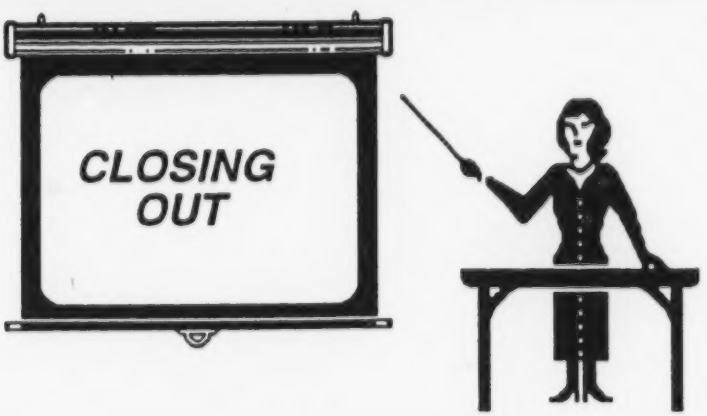
It is always a good idea to review the evaluation plan and reporting requirements at the beginning of the project so that you can plan ahead and collect all the information and data needed to evaluate the project. Check in the grant application, and in documents such as attachments to the award letter and agency grant procedure manuals to determine what will be required. This is also a good topic to discuss with the program officer, since there may be a form or format that the agency wants followed.

Reports should conform to funding agency guidelines and use technical writing manuscript standards. A report narrative will usually require responses to each proposed outcome. Comments should be substantiated with evaluation data and statistics. Outcomes which are not accomplished should be explained. Report forms may also include charts or other numerical reports pertaining to clients, audience, and delivery of services.

Financial reports are prepared by the District Grants Accountants in Financial Operations. Information will be requested from the Project Director as needed by that office. The Grants Accountants will report on the budget expended to date and on in-kind match dollars. You will need to maintain documentation on the in-kind match dollars. Be sure to discuss fiscal reporting requirements and documentation of the in-kind match dollars with the Grants Accountant early in the life of the grant. You will also need to find out what happens to unexpended dollars. Can they be rolled into the next year's program?

Final Reports are the responsibility of the Project Director before reassignment to other duties or termination of the grant.

# CLOSING OUT



# CLOSING OUT

Finishing a grant project is just as important as starting one. In many cases, the way in which close-out procedures are handled, such as timely submission of final reports and the quality of those reports, can have a direct effect on the chances for future funding.

There are seven areas of management that need particular attention at the close of a funded project: budget, personnel, purchasing activities, files, final reports, and document storage. A CONTRACT OPENING/CLOSING STATUS form from District Grants Accounting may be available and required to assist with the close out process.

**Budget needs:** reconcile grant accounts with college business office/District business office figures, and notify necessary staff that no more charges can be made against the grant account. Review encumbrances and liquidate those no longer needed.

**Personnel:** complete termination paperwork for all staff and if required, payroll changes for staff members transferred to other cost centers or to the new grant number assigned to a continuing grant.

**Purchasing activities:** make arrangements for transfer, removal, or reassignment of the telephones. Check and reconcile bookstore charges. Match equipment purchases with requisitions and check receipt of items. After checking with the District Grant Director, contact Grant Officer about the disposition of grant-funded capital equipment costing $500 or more. Make sure all goods and services have been received and that all invoices are paid prior to completion of final report, if you can't get them paid off by the end of the project.

**Grant files:** review grant documents, personnel records, purchase orders and requisitions, and budget records, including necessary documentation for changes. A general sprucing up is usually in order after the last burst of grant activity. Remember, auditors are the ones who may next be burrowing through these documents.

**Final reports:** are covered under "Reports."

Double and triple check **publications** to be certain that the funding source is credited before printing is approved.

Do not make unusual expenditures at the end of the project. Purchases of supplies or equipment may be disallowed by auditors if they occur too late in the program to be legitimately needed by the project.

Finally, arrange for appropriate *storage* of grant files if the project is not a continuing one or if a logical responsible party to the files is not on the horizon.

# STAYING OUT OF HOT WATER

# STAYING OUT OF HOT WATER
## (PAPER AND ELECTRONIC)

The following list of suggestions is based on "**true experience.**" It is included in this handbook for two reasons: 1) to prevent similar mishaps and 2) to provide guidelines for successful grants management. Questions regarding items on the list should be directed to the District Grants Director.

**READ THE MAIL AND FOLLOW UP AGREEMENTS AND MEETINGS WITH MEMOS** Academic communities communicate in writing. Paper trails protect the grant and the Grants Administrator and Project Director from misunderstood communications. Copy your Dean or supervisor on the electronic mail system and keep hard copies of all important documents and correspondence.

**DON'T LOBBY, DON'T POLITIC, DON'T ENTERTAIN, AND DON'T SUPPORT RELIGIOUS ACTIVITIES** All of these interesting activities are strictly prohibited with external funds. That includes using staff time for any of these items. Support letters for legislation cannot come from project staff. Cookies for receptions will have to come from college operational funds.

**CULTIVATE A "SIXTH SENSE" ABOUT IMPROPRIETIES** If any planned action causes hesitation or even a second thought, **check**. In this case, permission is the best route. Forgiveness can be extremely expensive - personally, professionally, and financially.

**REMEMBER THAT THE DISTRICT JUST LOOKS LARGE AND CUMBERSOME** In reality, there are helpful people at every layer with a wealth of information and ways to get things done. The trick is asking the right person the right questions.

**ASK ENOUGH QUESTIONS** As a new Project Director or a newcomer to the District, the sheer volume of information can be daunting. The grant project is important and its running smoothly is important. This handbook provides a beginning. The people and places that form the grant network are there to help.

**CREDIT THE FUNDING AGENCY** On any piece of printed matter, whether a news release, brochure, or major product, a credit line should appear listing the agency by its full name. If verbal presentations are being given to community groups, the agency should be credited there as well.

**PROVIDE LEAD TIME** The grant project is one of many impacting District and college services. People work best when the impossible request is a rarity. Grants frequently deviate from routine college activities, therefore, more lead time is often needed to make special arrangements for grant activities. So be considerate - plan ahead.

**KEEP UP WITH THE BUDGET** Grant funds represent the end result of a stiff competition with other colleges and needs. They are an investment by a public or private entity in the college's future. The college will be held accountable for its stewardship in using those funds.

**PLAN CAREFULLY FOR GRANT-RELATED MEETINGS** Make a written agenda available to participants prior to the meeting. Use effective group management techniques to keep the meeting on track and to use time well. Follow up with meeting summaries and action on necessary items.

**FIND A HOME IN THE COLLEGE** The Grants Manager and the grant project belong to the college and are a part of the community of needs, people, and events. Avoiding isolation builds support for the project goals and interest in the outcomes. An advisory committee made up of representatives from diverse areas of the campus can sometimes help in this process. Check to see if such a committee is feasible.

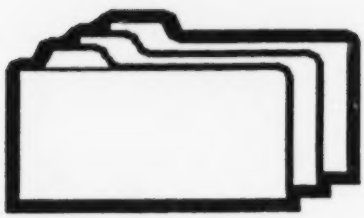
**ADDRESS PROBLEMS BEFORE THEY BECOME A CRISIS** Any large project has the potential for going awry. Contact supervisors and the District Grants Director when things begin to go off track to find early solutions.

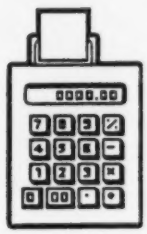
**KEEP THE GRANTS ACCOUNTANTS INFORMED** Copy both Grants Accountants on memos involving fiscal or budget issues. They work as a team.

***KEEP THE LARGER GOALS IN MIND***

***BUT STAY CURRENT ON DETAILS.***

# PREPARING FOR AN AUDIT





# PREPARING FOR AN AUDIT

## The Risk

Special audits by federal or state agencies are unusual unless an institution is known to have problems administering external funds. Special audits are also conducted when requested by the Governing Board or a highly vocal constituency to determine whether a program is being improperly administered.

The State Auditor General's auditors review the financial procedures and expenditures of grant funds as part of an annual audit. These audits use auditing standards established by the funding agencies. Copies of these financial audit reports are made available to the funding agency. So unless the auditors find some significant problems, or the agency receives other requests, an agency-initiated financial audit rarely occurs.

## Single Audit

The single audit is required by law and by OMBA128. Although it is required on a biannual basis, Maricopa's single audit is conducted annually by the State Auditor General's Office. The single audit applies to federal funds of $25,000 or more.

Single audits are always conducted in a tight timeframe. Therefore, information and answers to questions are needed on a timely basis. Questions about a transaction may come up eighteen months after the transaction occurred. Written documentation helps answer auditor questions.

Programmatic audits examine whether you completed the project's stated objectives, particularly the number to be served. And if the objectives have not been met, how much of the authorized award is available for return to the funding agency? If budget has been spent but no objectives have been achieved, a college has a very serious problem.

Part of the funds may need to be repaid to the funding agencies. Even if a college doesn't have to repay any of the funds, its reputation within that funding agency has plunged into a black hole! And some funding agencies have **very** long memories and are unforgiving.

Audit findings of disallowed costs have a history of making news headlines ... to the great embarrassment of all involved. Unfortunately, the resolution of disallowed costs to the satisfaction of auditors **never** makes the news. So being prepared for an audit is a wise course of action.

## Programmatic Audits

Make sure that the files contain documentation showing the college achieved each objective. If the scope of the project changed after the initial negotiation, be sure that you have written documentation approving the change(s) available. Use the grant work or management plans as an easy way to organize the documentation. Auditors usually study the work plans prior to a campus visit.

Auditors have an axiom: When the documentation looks too good, beware of something probably being hidden. So be sure that all the documentation is there in the files, but don't have it in such neat order as to draw attention to its perfection.

What happens if an objective has not been completed? Don't panic ... but make sure that the files contain a written explanation from the Project Director describing the circumstances. This written explanation should appear in the project's final report to the Program and Grant Officers.

Typical examples of reasons why objectives have not been met include:

- loss of a faculty member or other staff member on the project team
- changing needs of those to be served
- changes in technology caused delay
- commitment of private sector company disappeared as a result of bankruptcy or move out-of-state

## Financial Audits

Preparing for a financial audit can be more difficult because the Project Director may not have copies of all the documentation of expenses. Fortunately, the District has District Grants Accountants who work with the external auditors in supplying requested information, explaining procedures and answering fiscal questions. Thus, financial audits begin in the District Office Financial Operations where the "official" grant records are kept.

There are some problem areas that the Grant Administrator and the Project Director need to be especially alert to. Local definitions of what constitutes supply expenditures, equipment expenditures, or contracted services frequently don't match the federal definitions on which you are being audited. If MCCCD classifies something as equipment that the funding agency would classify as supplies and the grant prohibits use of agency funds to purchase equipment, then a written explanation from Purchasing is needed for the files both at the college and in the District Office Grants Accountants' files.

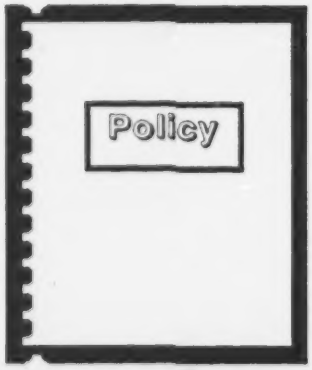
You need to be prepared to verify that all expenditures of federal funds were in compliance with Office of Management and Budget and agency guidelines. If agency guidelines prohibit use of its funds for equipment, foreign travel, official functions, construction, recruiting, or student stipends, you do not want an auditor to find such expenditures charged to your grant budget. Your first line of defense as a Project Director or Grant Administrator is to make sure that you don't authorize use of grants funds for prohibited expenditures. Secondly, if you find such expenditures charged to your account, you need to get such items cleaned up with your College Fiscal Agent before the auditors arrive on your doorstep. If a prohibited expenditure remains charged to the account, it serves as prima facia evidence against those responsible.

The stickiest problem in a financial audit is documenting the "matching" contributions of the college or a private sector partner. Auditors are particularly sensitive to the issue of "supplanting" (e.g. if an administrator is supposed to be devoting 25% of his or her time on the project, but hasn't been relieved of 25% of his or her regular duties). If the recommended time cards are not kept, (and they usually aren't) what do you do?

Grants Administrators should record the percentages of time each administrator is supposed to spend working on the project, and a budget project matching number. Supervisors are responsible to see that participating administrators or faculty members actually spend the stated amount of time on the project.

# APPENDICES

# GRANTS GOVERNING BOARD POLICY



# GRANTS
# GOVERNING BOARD POLICY

The Maricopa Governing Board has established the following policies concerning acceptable subjects for grants, signature approvals for outgoing proposals, Governing Board approvals of grant awards, and Administrative Acceptance of Grants.

## Acceptable Subjects for Grants

"The primary purpose of external funds should be for activities that cannot possibly be done with existing current operating monies or the transfer of resources and personnel to that priority."

"All proposals for external funds should be related directly to the goals outlined in the Strategic Master Plan."

"In addition to the Strategic Master Plan goals, proposals for external funds should be limited to the following categories:

1. Financial assistance to students.
2. Improvement of instruction.
3. Extension programs for State Vocational Aid.
4. The maintenance of the Skill Center.
5. Development and operation of programs for protected classes, including minorities, women, handicapped, and the aging."

## Signature Approvals for Outgoing Proposals

**"The Vice Chancellor for Educational Development shall be authorized to sign grant proposals."** (In other words, before you mail a proposal, it requires Dr. de los Santos' signature, as the District's official signature on the grant cover sheet. Obviously, no grant should be submitted to us that has not already been approved by your President/Provost on the Maricopa Grants Approval Summary form.)

**"All contracts shall be processed through the legal counsel as to form and legal implications prior to implementation."** Some proposals are written in contract format and require the Assistant Legal Counsel's signature rather than the Vice Chancellor's signature. Consult with the District Grants Director about obtaining the proper signature approval.

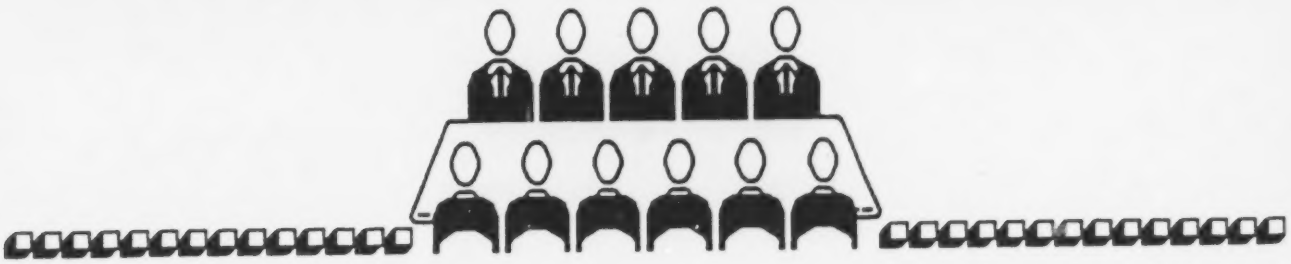
## Board Approval of Grant Awards

A Board Action Item must be prepared if notification of funding is received for every grant that is $10,000 or more, and for every grant (regardless of amount) that needs to be submitted to the State Board of Directors for Community Colleges of Arizona. In addition, all grants requiring intergovernmental agreements, regardless of amount, must have Governing Board approval. Many of these are with state agencies.

## Administrative Acceptance of Grants Less Than $10,000

This applies to Grants of less than $10,000 which do not require intergovernmental agreements and will not be approved by the State Board of Directors for Community Colleges. These grants require the signatures of the Vice Chancellor of Educational Development, the appropriate President or Vice Chancellor if the grant is in his/her area of responsibility, and the Chancellor on the Administrative Acceptance Form. After obtaining the President's signature, the Project Director should forward the Administrative Acceptance Form to the District Grants Director who will help get the rest of the signatures needed.

# BOARD ACTION ITEMS



# ACTION ITEM

Governing Board Agenda — Meeting Date: March 27, 1990

| ITEM NUMBER | ITEM TITLE | RESPONSIBLE AGENT |
|---|---|---|
| C12 | Phoenix College | Myrna Harrison |
| | Literacy Volunteers of Maricopa County | Dr. Alfredo G. de los Santos Jr. |
| | Student Literacy Corps Program | |

## RECOMMENDATION

It is recommended that the Governing Board accept the Student Literacy Corps Program grant award of $36,700.00 from the United States Department of Education. This grant is awarded to Phoenix College and Literacy Volunteers of Maricopa County for the period of January 1, 1990 to December 31, 1991.

## JUSTIFICATION

This grant forms a two-year partnership between Phoenix College and Literacy Volunteers of Maricopa County (LVMC) to offer training to adults to become literacy volunteers within the disadvantaged inner-city area.

Under the proposed project, a total of 25 adults per semester for a total of 100 adults for two years will be enrolled in a three credit, one semester community college course (CWE 198AC) in fundamentals of adult literacy instruction. Following 24 hours of classroom instruction on various issues dealing with literacy today, adult students will be matched with clients for six hours per week of intensive one-on-one literacy instruction. Each tutor commits to a minimum of 6 hours per week of volunteer tutoring in a literacy program while enrolled in the course. Following completion of the course, each tutor is expected to continue as a tutor with LVMC. Phoenix College will be responsible for all functions related to student enrollment, scheduling of classes, credentialing of faculty, reporting of grades and other student services as needed. LVMC will administer the program's community based literacy tutoring component.

Phoenix College is one of the first institutions to be awarded this innovative program. Additionally, LVMC was one of the nine recipients of "The National Literacy Honors from The White House" award. This was to honor the literacy movement in Arizona.

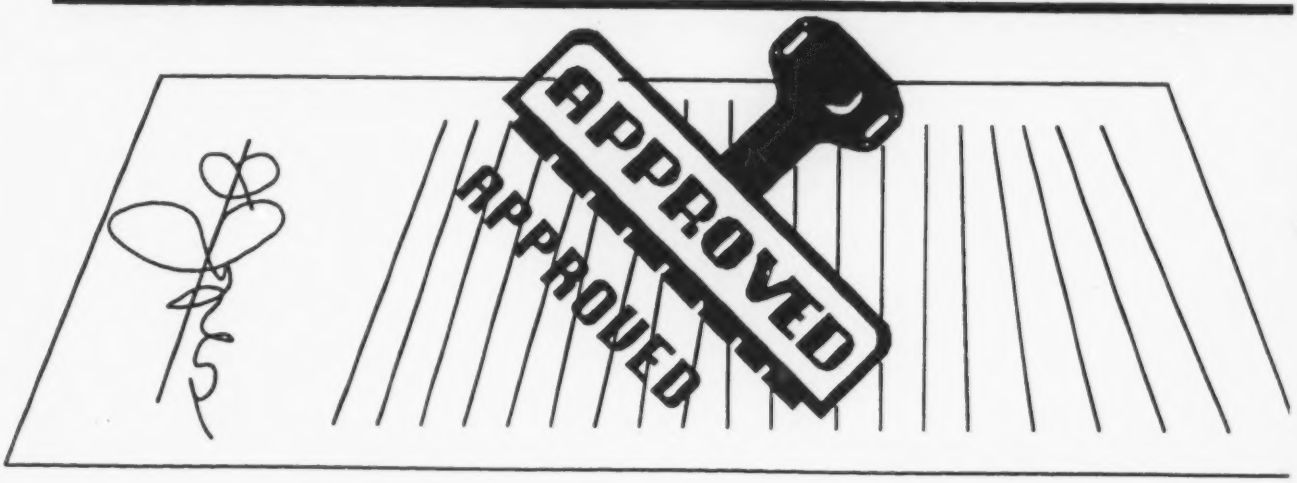
---

| Funding | Approvals/Certifications | |
|---|---|---|
| Source | Chancellor_____ | Education Dev._____ |
| U.S. Department of Education - Phoenix College | Business Srvs_____ | Planning_____ |
| and Literacy Volunteers of Maricopa County, | Legal_____ | Human Res._____ |
| in-kind marching funds | ITS_____ | |
| Acctng. Ident. | Initials Only | |
| Current Restricted Fund | | |

# Student Literacy Corps Program
# Jan. 1, 1990 - Dec. 31, 1991

| | Department of Education Grant | In-Kind Matching | Total |
|---|---|---|---|
| Phoenix College | | | |
| 1220 Salaries Administrative | -- | $ 868 | $ 868 |
| Benefits | -- | 265 | 295 |
| 4100 Supplies (High interest, low reading level library) | $ 1,475 | -- | 1,475 |
| 9710 Indirect Costs (8%) | 2,718 | -- | 2,718 |
| | $ 4,193 | $ 1,163 | $ 5,356 |
| Literacy Volunteers of Maricopa County | | | |
| 1122 Faculty, Part-time | $ 12,000 | -- | $12,000 |
| 1220 Salaries Administrative | 9,000 | -- | 9,000 |
| 1230 Salaries, Clerical | 2,000 | -- | 2,000 |
| 1310 Part-time Wages (Client Support) | 3,757 | -- | 3,757 |
| 3210 Contractual Services | 1,000 | -- | 1,000 |
| 4100 Supplies | 2,250 | 4,300 | 6,550 |
| 7100 Travel (Bus tickets for Clients) | 2,500 | -- | 2,500 |
| | $ 36,700 | $ 5,463 | $ 42,163 |

# ADMINISTRATIVE ACCEPTANCE OF GRANT



# ADMINISTRATIVE ACCEPTANCE OF GRANT

(Required for Grants of $10,000 or less which were not submitted for board approval)

Project Title:

Responsible Project Administrator:

Name of Funding Source:

College: Amount of Award:

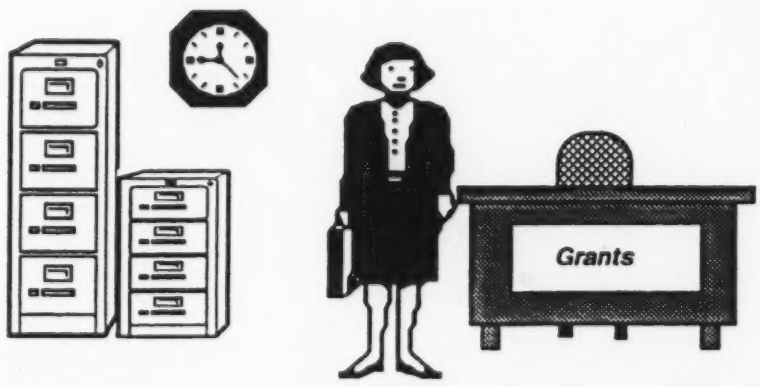
Project Start Date: End Date:

APPROVAL SIGNATURES

| | |
|---|---|
| President/Provost | Date |
| Vice Chancellor of Business Affairs (or designee) | Date |
| Vice Chancellor of Ed Development (or designee) | Date |
| Chancellor (or designee) | Date |

A Grants Approval Summary, a copy of the Approved Grant Proposal and a MCCCD Budget Summary must accompany this form.

# DIRECTOR, GRANTS DEVELOPMENT AND MANAGEMENT



# DIRECTOR GRANTS DEVELOPMENT AND MANAGEMENT

**Job Summary:**

Develop, plan and coordinate grants processes and procedures with governmental agencies and corporate foundations for the colleges and education centers.

**Responsibilities: (Selected)**

- Coordinate planning, development, maintenance and implementation of processes and procedures related to grants and contracts
- Develop, coordinate, update and maintain system for dissemination of information and opportunities for preparation of grants and contracts, rules and regulations, guidelines, applications and submission deadlines.
- Develop and maintain liaison between federal, regional and state funding agencies regarding negotiations, status and disposition of all grants applications and contracts submitted.
- Provide technical assistance, advice, support, and counsel to colleges and District leadership and administration in the development, planning, implementation and evaluation of grants, contracts, and designated special projects.
- Develop, update and maintain a broad database of funding sources that include objectives, past performance and potential for the District.
- Review and analyze grants and contract planning and management processes, identify problem areas and develop and implement changes as appropriate.
- Match strategic plan, objectives and needs with the purposes and objectives of potential funding agencies.
- Prepare an environmental scan of potential sources of funding.
- Coordinate required report preparation, approval and submission to the funding agencies.

# GRANTS WRITER'S CHECKLIST

# GRANTS WRITER'S CHECKLIST

_____ 1. Identify potential sources of funding that meet strategic goals and meet the needs of your college/center and department (Grants Alerts, Federal Register, content field publications, conferences, etc.).

_____ 2. Request RFP/Application from Grants Director and read from cover to cover to be sure you understand everything that is involved.

_____ 3. Contact Grants Director if planning on applying for grant. (Be sure to follow any grants procedures established by college/campus, including seeking Department Chair and President/Provost approval to write grant. The grant should meet the requirements outlined in Board Policy concerning seeking external funds.)

_____ 4. Contact Grants Director as needed to seek consultant support and information for development of grant (e.g. programmatic, fiscal, planning, etc.).

_____ 5. Develop a timetable for the planning and preparation of grant. (Aim to be r / for signatures at least a week before the due date to allow yourself adequate time for the last minute things that always seem to go wrong. For large grant applications, try to have a reasonably good draft done at least two-three weeks before deadline.)

_____ 6. Request or collect data, resumes, and other pertinent information needed to plan, support, and write the grant.

_____ 7. Complete Grants Approval Summary and prepare grant, budget, and appropriate attachments or appendices.

_____ 8. Get feedback before finalizing! Ask colleagues, administrators, and the Grants Director to review the draft narrative and budget, and provide you with suggestions for improvement. Ask your college Financial Officer and/or the District Grants Accountants to review your proposed budget. Ask the Grants Director for technical assistance if you need it.

_____ 9. Finalize your proposal and attachments. (To facilitate the signature process, you are strongly encouraged to consult with the Grants Director about the availability of the Vice Chancellor so that signature time can be scheduled.)

_____ 10. Hand deliver finalized copy of proposal to Grants Director for final review and signature of Vice Chancellor.

_____ 11. Duplicate and mail the application. (Pay close attention to what the grant says about the deadline. For grants that must be in the funding source's hands on the due date, it is advisable to Federal Express it with 24 hour delivery and return receipt requested 3-4 days in advance of the deadline. Even Federal Express packages do not always get to their destination when they are supposed to, so allow some extra time.)

## NOTES:

Legal Name

The District's legal name is Maricopa County Community College District (MCCCD), not Maricopa Community College District (MCCD). It is important to use the legal name for proposal purposes.

Federal Entity Number

Many proposals require the Federal Entity Number for the District. MCCCD's Federal Entity Number is 86-0185552.

# PROPOSAL PLANNING AND WRITING

# TYPICAL PROPOSAL COMPONENTS

| | | |
|---|---|---|
| | Summary | clearly and concisely summarizes the request for funding |
| *I.* | *Introduction* | describes the college's qualifications relevant to the project |
| *II.* | *Problem Statement- or Needs Assessment* | documents the needs to be met or problems to be solved by the funding request |
| *III.* | *Objectives* | states the benefits of the project in measurable terms |
| *IV.* | *Methods* | describes the activities which will be undertaken to achieve the desired outcomes |
| *V.* | *Evaluation* | presents a plan for determining the degree to which objectives are met and methods are followed. Assesses quantitative and qualitative outcomes. |
| *VI.* | *Future or Other Necessary Funding* | describes a plan for continuing the project after the grant expires and/or the availability of other resources necessary to implement the grant. |
| *VII.* | *Budget* | clearly delineates costs to be met by the funding source and those to be provided by the applicant or other parties (linked and cash matches). Includes a budget narrative explaining and justifying each item in the budget. |

# PROPOSAL PLANNING AND WRITING GUIDE

**Summary:**

I. **Introduction:**

II. **Problem Statement/Needs Assessment:**

III. Objectives:

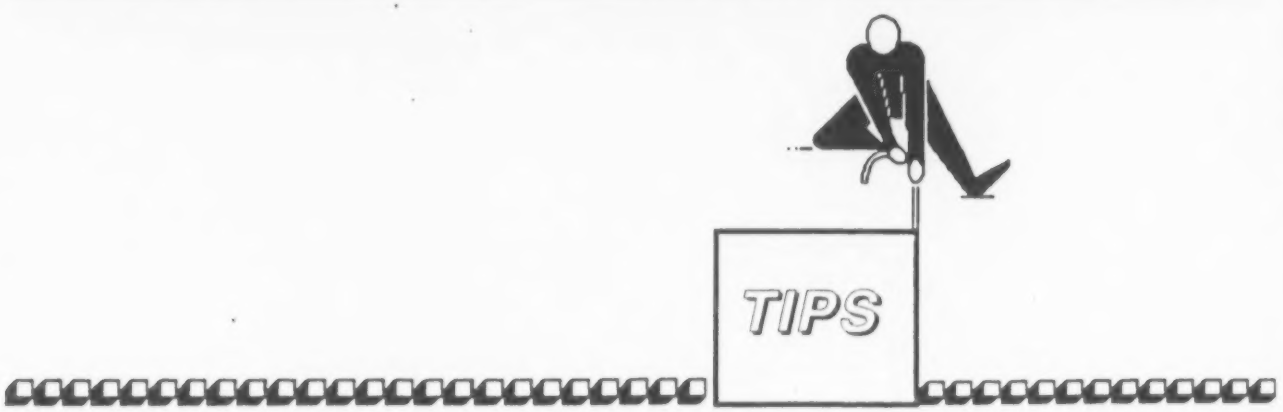
IV. Methods:

V. Evaluation:

VI. Future or Other Necessary Funding:

VII. Budget (Funding Source & Matching):

# TIPS FOR DEVELOPING PROPOSALS THAT GET FUNDED



# TIPS FOR DEVELOPING PROPOSALS THAT GET FUNDED

**The key to any grant-winning effort is to develop a superior proposal based on a great idea that fits the funding agency's aims. Understanding the type of people who will be reviewing your proposal and making their job as easy as possible makes the difference between a good proposal and one that gets funded. Here are some suggestions for improving your chances of winning an award.**

- **Follow the instructions carefully.** Provide all the information asked for in the application instructions in the order requested. Make a list of everything you are going to need and the questions you need to answer. Identify the data you need, the supporting documents, resumes, and required forms etc.

- **Communicate clearly and concisely.** State clearly and accurately what you will do, how you will do it and why it is important. Don't leave your reviewers guessing what you mean. Justify everything, including budget items, according to their importance to the project. Avoid jargon; no reviewer wants to take the time to use a dictionary to figure out what you are trying to say. Saying the same thing several different ways is also irritating to the reviewer so avoid unnecessary repetition.

- **Be organized.** A detailed table of contents, informative abstract, and logically presented narrative that uses headings and strong topic sentences mean less work (hunting) for reviewers.

- **Format for readability and attractiveness.** Don't right-justify; that makes it harder for a weary reviewer to read. Use headings, tables, charts and graphs etc. to break up the narrative and to succinctly present information. Use headings and underlining to call attention to important headings or words. Leave a reasonable amount of white space on the pages. Pay close attention to any formatting requirements contained in the application. Don't single-space if it tells you to double-space.

- **Early Preparation and Time Management.** Get the program announcement early, and analyze it. Obtain copies of previous applications since many change minimally from one year to the next and start work using the old application as a guide until the new version is available. Keep in mind that

anything mailed from Washington (i.e. the new application) will take at least a week to get to Arizona so the more you can do ahead of time, the better. Talk to program officers about expected changes between the old and the new and about questions you have. Obtain copies of highly rated, funded proposals. Develop a timetable for proposal development, review, and finalization to help you in managing the process and your time.

- **Get feedback on your drafts from others.** Preparation will be easier if you work with a team. The team may include colleagues, campus grantswriter, District Grants Director, Deans and/or Associate Deans, Researchers, Accountant, and support staff. Get feedback and suggestions from colleagues in your own or other institutions. Program Officers are frequently willing to read a short concept paper several months prior to the start of an application process and can provide valuable advice and feedback.

- **Cover all the bases.** Make sure you provide everything the application has asked for and that you have anticipated and addressed any concerns that the reviewers may have. Remember that both your proposal and the reviewer are on the line.

- **Proposal deadlines are absolute.** If your proposal is late, it's dead! Read deadline and mailing information carefully. Does it say that it must be in the agency's mailroom by 5:00 Friday the 13th or does it say postmarked by that date? If it has to be at the agency by that time, don't count on 24 hour delivery getting it there on time. Allow a couple extra days for the mistakes that can and do happen. Get proposals postmarked at the Post Office, not your college mailroom. Don't give the mailroom responsibility for taking it to the Post Office, or giving it to Federal Express. It may not get there when it needs to. Do it yourself so you know it's safely on its way. And get proof of the date and time mailed. If you mail it through Federal Express, your package can be tracked.

- **Learn from your experience and don't be afraid to reapply.** If your proposal fails to be funded, request the reviewer comments, read them carefully, talk to the Program Officer and use this information to improve and resubmit your proposal. Many proposals are funded on the second or even third try. According to Robert Watson, Director of Undergraduate Science, Engineering, and Mathematics Education at the National Science Foundation, "Statistically, those who apply a second time do better." (Source: AACJC Times, Jan. 2, 1990)

# MATCHING FUNDS FOR GRANTS

# MATCHING FUNDS FOR GRANTS

The community colleges and centers follow Governing Board policy when applying for external grants. Grant funds allow the colleges to accomplish things with external funds that they would do with operational funds if sufficient resources were available. Grant funds are used to meet strategic goals, improve instruction, develop and provide programs for at-risk students, and maintain the Skill Center. They supplement and complement existing college resources. Some grants provide startup funds for projects designed to meet District and college goals as well as funding agency goals. Proposals are planned so that they are consistent with our mission, goals, and objectives.

Matching funds are the portion of a project or program costs that are not borne by the funding source. Most government grants require matching financial participation by the applicant. In some cases, the granting agency specifies a minimum match (e.g. 25% or 50% of the total project cost). In other instances, the funding source encourages but does not dictate the percent of match.

Applying for grants is a competitive process so the match needs to compare favorably with matches offered by other proposers. Proposals that include a significant match are perceived by the reviewers and the funding source as more competitive and are therefore more likely to be funded.

Showing an appropriate match:

- demonstrates institutional commitment that goes beyond just conducting a program. The funding source wants to see an indication of institutional support for the program and some likelihood that we have the resources with which to continue the program after the external funding ceases.
- provides a more accurate picture of the actual cost of delivering a service. The funding source needs to know the total cost of replicating the program elsewhere.
- reduces the amount of money required of the funding source, thereby allowing additional projects to be funded in other locations.

Frequently, the grant application will indicate the types of match that are acceptable for a particular program. Generally speaking, match is allowable for the same cost categories that are allowable from grant funds. To qualify, the match dollars must be used to meet the

objectives of the proposed project and may come from either the college or a third party.

There are two types of match:

1. **Cash Contributions:** cash outlay from the college's operational accounts or a non-Federal third party to support the program. Examples of a cash contribution include a portion of the Project Director's salary that is being paid by the institution or a cash contribution to match federal dollars for the purchase of instructional equipment.

2. **In-kind Contributions**: value of non-cash contributions provided by the college or a non-Federal third party. They may be in the form of charges for real property and non-expendable personal property, and the value of goods and services directly benefiting and specifically identifiable with the project or program. Examples include the value of space, equipment, volunteers, and supplies for the program; supervision; and in some cases, any unreimbursed portion of the negotiated indirect cost rate.

For example, the National Science Foundation awards funding to purchase laboratory equipment for projects that enhance the teaching of science. This program requires a minimum 50% match. NSF will pay for at least half of the equipment cost and the college must demonstrate in its proposal that it will pay for the other half.

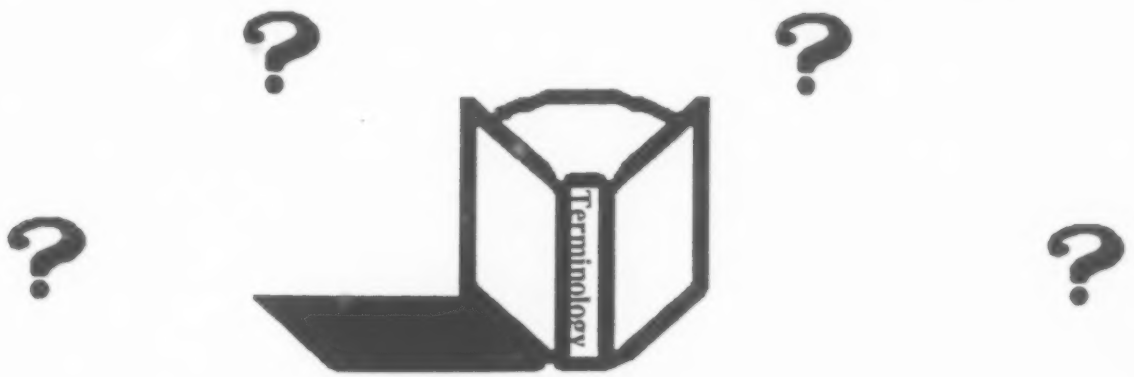
During the proposal preparation process, Grant Writers review the matching requirements contained in the grant application. In addition, Grant Writers generally discuss matches with Program Officers to find out the match amounts offered by proposals that were funded the prior year. This information helps the Grants Writer to arrive at a match amount that will be competitive without being excessive.

# HELPFUL PHONE NUMBERS

# HELPFUL PHONE NUMBERS

| | |
|---|---|
| Contracts & Legal | 731-8876 |
| Employee Benefits | 731-8432 |
| Employee Relations | 731-8453 |
| Employment | 731-8465 |
| Governing Board Office | 731-8883 |
| Grants Accounting (Dzung Tran) | 731-8584 |
| (Marsha Castro) | 731-8572 |
| Grants Planning, Preparation & Management | 731-8025 |
| I-9 Requirements | 731-8469 |
| Insurance | 731-8432 |
| Job Descriptions | 731-8602 |
| Purchasing | 731-8520 |
| Payroll | 731-8440 |
| Travel Arrangement, Reimbursement, Policy | 731-8546 |
| Wage & Salary | 731-8429 |

# GRANT TERMINOLOGY



# GRANTS TERMINOLOGY

ALLOWABLE COST: A cost for which an institution or agency may be reimbursed under a grant or contract with a governmental agency.

AMENDMENT: Modification of existing legislation, e.g. Older Americans Act of 1965 as amended 1973.

APPLICATION CONTROL CENTER: Established by federal and state agencies to centralize receipt of grant proposals.

APPROPRIATION: Legislation enacted by U.S. Congress which establishes a federal activity. The legislation will sometimes set limits on the amount of money which can be appropriated for the activity.

AWARD LETTER: Written notification from the funding agency indicating that a project has been funded, for how long, and in what amount.

BLOCK GRANTS: The grouping of many categorical grant programs into an overall functional area.

BUDGET: A plan for financial operation consisting of an estimate of proposed income and expenditures for a given time period and purpose.

BUDGET CYCLE: The annual fiscal year (for example, July 1 through June 30) which is important because it indicates when funding sources will make their grants.

CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA): Contains information about Federal grant and loan programs available from Federal agencies to assist the American people in furthering their social and economic progress. Each program is assigned a CFDA number. This is used in the audit for grant identification purposes, so it must be accurate.

CATEGORICAL AID: Federal or state funds specified for specialized area.

CONSORTIUM: A group of organizations sharing in the finances and/or administration of a single grant to accomplish that which no one can do as effectively as when working together.

CONSULTANT: A person with expertise external to an organization that is brought in to lend insight to the solution of a problem.

COPYRIGHT: A statement of legal control over a document (usually by its author) such that anyone seeking to reproduce said document must first obtain permission of the copyright holder.

COST REIMBURSEMENT CONTRACT: Issued on the basis of estimated costs of performing specified tasks; arrived at by negotiation between government and the contractor. Involves payment to the contractor for actual costs incurred up to a ceiling amount.

COVER SHEET: Top sheet of grant summaries information about grant. Usually includes place for authorized signature.

DEADLINES: Dates by which applications for grants or contracts must be submitted. Pay close attention to whether the deadline is "to be received at the agency" by the deadline or "postmarked" by the deadline.

DEMONSTRATION GRANT: Generally of limited duration which seeks to test the feasibility of an idea, approach or program.

DISADVANTAGED: Individuals who because of physical, emotional, social, economic or other reasons are unable to adequately compete within the context of an educational institution.

DIRECT COST: Expenses which can be itemized by categories having descriptive terms for utilization of funds, e.g. salaries and wages, travel, etc.

FEDERAL I.D. # OR FEDERAL ENTITY NUMBER: The District's number is 860185552. Each college has a suffix.

FEDERAL REGISTER: Contains proposed and final guidelines, and other administrative regulations of programs as announced by Federal agencies in precise working of the law. It may be purchased from the United States Government Printing Office, Washington, D.C. 20402. The District Grants Office subscribes to the Federal Register.

FINANCIAL RECORDS SYSTEM (FRS): The District's computerized financial recordkeeping system used for handling all fiscal records and reports.

FISCAL YEAR (FY): Is designated by the calendar year in which it ends, e.g. FY 75 covers the period July 1, 1974 to June 30, 1975 for certain state administered grants such as Carl Perkins and JTPA. The Federal Fiscal Year is October 1 through September 30.

FORMULA GRANTS: Funds distributed by the Federal government (usually to state agencies) for use in specified projects. The funds are awarded on the basis of demographic and economic data from which a formula has been computed.

FRINGE BENEFITS: Benefits such as life and health insurance, retirement, unemployment compensation and workers compensation that are paid in addition to salary. Benefit packages change yearly.

FULL TIME EQUIVALENT: The amount of time spent or required in a less than full time activity divided by the amount of time normally spent or required in a corresponding full time activity during the regular school term.

GRANTEE: One who receives and administers a grant.

GRANTOR: Agency which gives funds to carry out projects.

INDIRECT COSTS: Those costs which cannot be identified specifically with a particular program, project, or activity. They are costs that are incurred for several purposes which are necessary to the operation of the institution or agency; for example, library resources, building maintenance, and general administration.

MATCHING FUNDS: Cash or "in-kind" support contributed by the grantee to fulfill objectives of project. Amount of needed matching funds varies with program.

MEASURABLE OBJECTIVES: Goals stated in such a way that the achievement or non-achievement of this goal may be determined with a relative degree of precision by objective observation and measurement (also called criterion base objectives.)

NEEDS ASSESSMENT: A continuous, formal process for identifying in what areas and by how much the present system is short of an ideal state.

OUTREACH: Contributes to eliminating artificial barriers to the use of educational resources by finding new ways to serve.

PASS THROUGH AGENCY: State or local agency that receives federal funds and conducts its own application and award process.

PRE-APPLICATION: A prospectus following a prescribed format developed by an agency and utilized to screen proposals.

PRIME SPONSOR OR PRIME CONTRACTOR: A single agency which has the overall responsibility for conducting a program usually involving subcontractors.

PROJECT PROGRAM OFFICER: The Federal or State agency representative who has the task of monitoring the project, providing technical assistance to the project, and insuring that the objectives are carried out within the framework of regulations.

PROPOSAL: An application submitted to a funding source seeking approval and funding.

PL (PUBLIC LAW): Means of classification of laws passed by Congress, e.g. P.L. 88-269 Library Services and Construction Act 1964 is translated as a public law passed by the 88th Congress.

RESOURCE INVENTORY: An enumeration of services, facilities, personnel, and agencies related to a particular topical area.

REVENUE SHARING: Tax funds appropriated by Congress and distributed to local and state governments in sums determined by a complex formula.

RFP (REQUEST FOR PROPOSALS): An announcement by an agency that it is accepting proposals to accomplish a specific objective.

STATE PLAN: Document developed by a state agency, based on guidelines from and to be approved by Federal agency, in order to insure that (1) funds flow to supplanting state and/or (2) that state is in compliance with regulations.

SUPPLANTING: Use of grant funds to pay for ongoing activities already budgeted or for the usual activities assigned to a position.

TITLE: A major section of a piece of legislation, e.g. Title I Higher Education Act, 1965.

UNSOLICITED PROPOSALS: Agencies may allow institutions to submit proposals which may or may not match the priorities of those agencies. May be an offer to perform tasks which are not the results of an RFP announced by the agency.

# MONTHLY GRANT TIME RECORD

## MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
## MONTHLY GRANT TIME RECORD

STATUS:

Full-time _____
Part-time _____

_____ College

_____ Program Title

NAME _____ POSITION TITLE _____ MONTH _____ 19____

| 14 DIGIT Account Code | HOURS PER DAY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | TOTAL |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Explanation of Job: _____

_____ (Approved by Principal Supervisor/Dean, etc.)

_____ (Signature of Employee)

_____ (Date)

_____ (Signature of Project Director)

INSTRUCTIONS:

1. Time records are required by federal regulations to substantiate work of administrative and clerical personnel on payroll who are paid in whole or in part from federally sponsored programs and to substantiate time and effort of those whose salaries contribute to the matching funds. When a time record is required, this form is applicable to administrative and clerical personnel on salary only.

2. Record all hours worked in whole hours only and where multiple accounts are involved, segregate hours by account number. Use appropriate symbol from the following list for days not worked. Occasional circumstances may necessitate use of both number and symbol on the same day.
   X - Nonwork days (Saturdays & Sundays) H - Holiday V - Vacation (paid) S - Sick leave (paid) Z - Other (explain by footnote, i.e.: leave without pay, jury duty, etc.)

3. It will be the responsibility of the Project Director and his/her supervisor to insure that appropriate personnel on his/her project payroll submit the reports. If for valid reason the salaried individual who should prepare the report is not available, it should be prepared and signed by a responsible person having first hand knowledge of the services performed. Time records are to be maintained on a daily basis and submitted promptly at the end of the quarter to the Project Director.